DOCUMENT RESUME

ED 300 066 JC 880 482

AUTHOR	McClure, Larry; And Others
TITLE	Getting To Know You: The Secondary-Postsecondary Connection. A Guidebook for High School, Community College and Vocational-Technical Institute Staff in the State of Washington.
INSTITUTION	Centralia Coll., WA.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Washington State Board for Vocational Education, Olympia.
PUB DATE	Jul 88
NOTE	111p.
AVAILABLE FROM	Washington State Board for Vocational Education, Building 17, Airdustrial Park, LS-10, Olympia, WA 98504-6110 (free while supplies last).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Programs; High Schools; Program Descriptions; Program Development; Technical Institutes; Two Year Colleges
IDENTIFIERS	*Washington

ABSTRACT

Designed as a report of current articulation programs between high schools and two-year colleges in Washington State and as a stimulus for increased articulation, this guidebook outlines the principles underpinning successful programs, suggests steps to be taken, and responds to commonly asked questions. Introductory comments explain the purpose of the guide, provide a brief historical overview of high school-college cooperation, and establish the benefits of articulation. Next, 10 guiding principles are stated, focusing on the importance of leadership, early faculty and counselor involvement, respect and trust, mutual benefits, written agreements, open and frequent communication, modest initial goals, clearly defined roles, competency-based curricula, and a common focus on goals rather than on turf. Next, ten action steps for successful articulation are presented, including: (1) take the initiative; (2) schedule a planning meeting; (3) secure validation by chief executive officers; (4) develop coordinating mechanisms; (5) provide orientation for staff members of participating organizations; (6) arrange interagency work sessions; (7) complete draft agreements; (8) publicize the articulation agreements; (9) implement the process; and (10) review the process annually. The final section identifies questions that are likely to arise with respect to the sharing of instructors and facilities, the role of technology, financial implications, equivalent credits, connections with other higher education institutions, and overcoming resistance. Descriptive essays on several existing programs, sample forms and agreements, and a glossary are included in the guidebook. (AYC)

ED300066

GETTING TO KNOW YOU: THE SECONDARY-POSTSECONDARY CONNECTION

A Guidebook for High School, Community College and Vocational-Technical Institute Staff in the State of Washington

RESEARCH PROJECT

PREPARED BY
CENTRALIA COLLEGE
NORTHWEST REGIONAL EDUCATION LABORATORY

July, 1988

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Funding for this project was provided by the Washington State Board for Vocational Education (SBVE) utilizing Job Training Partnership Act (JTPA) resources:

Booth Gardner, Governor
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July 1988

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THE SECONDARY-POSTSECONDARY CONNECTION

A Guidebook for High School, Community College
and Vocational-Technical Institute Staff
in the State of Washington

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July, 1988

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ACKNOWLEDGEMENTS

This document is intended as both a report of current articulation programs in the state and as a stimulus for increased articulation activity. The success of this project hinged on state-level leadership, which provides an example of how agencies can work together toward a common purpose.

Funds available under the Job Training Partnership Act eight percent (8%) set aside for education coordination were designated by the Washington State Board for Vocational Education. Centralia College volunteered to serve as the host agency for the project. A steering committee representing the Superintendent of Public Instruction, the State Board of Community College Education and the Higher Education Coordinating Council joined with the previously mentioned agencies to provide guidance to the project. Northwest Regional Educational Laboratory provided ongoing research and development services.

A written survey was distributed to deans of instruction and vocational program administrators at each of the 27 community college campuses. Telephone interviews were conducted with key personnel at vocational-technical institutes, community colleges, and a number of local school districts to clarify survey questions. Many persons provided written materials and sample documents, some of which are reproduced in this report to illustrate effective practices.

A draft of these guidelines was reviewed by Washington policymakers and practitioners and was tested by participants at a workshop held in the spring of 1988 in Tumwater. We appreciate the interest and involvement of those who believe secondary-postsecondary articulation is worth the investment.

Bob Leingang,
Centralia College

Larry McClure,
Northwest Regional Educational Laboratory

GLOSSARY

Advanced Credits. College credits granted to high school students who satisfactorily complete an identified high school course which has been matched with a comparable community college course. A minimum achievement or grade level is usually required. A challenge test may also be required.

Advanced Placement (AP). The national AP program operated by the College Entrance Examination Board requires that a student pay a fee and take a test. Advanced placement in a community college or vocational-technical institute (VTI) in Washington requires only a certain grade, a locally developed test or a portfolio of demonstrated competencies--although a fee may be charged if credits are "transcripted." This is an example of "time-shortened" articulation See "Time-shortened Programs."

Articulation. The connecting of ll-12th grade programs with one or more years of a postsecondary institution so that students may move from one level to the next with optimum continuity and minimum duplication.

Associate Degree. A two-year college degree granted by most community colleges. A minimum of 90 quarter hours of earned credit is required.

Bachelor's (baccalaureate) Degree. A four-year college degree granted by a college or university.

College Prep. High school courses designated to meet entrance requirements of four-year colleges and universities. For example, the college prep requirements recommended by the Washington Higher Education Coordinating Council are: English, four years; Math, three years; Science, two years; Social Studies, three years; Foreign Language, two years; Fine/Performing Arts, one year; for a total of 15 units.

Community College. An accredited two-year higher education institution established primarily to serve a specific region. Educational services include career and vocational training, lower division college transfer programs, general education, and community education. Confers two-year associate degrees and one-year certificates.

Contracted Coursework. A high school, skills center, private vocational school, VTI or community college contracts with one or more institutions for delivery of specified coursework. An example with a long tradition has been operation of cosmetology programs for secondary schools by local beauty colleges.

Cooperative Ventures. Institutions in a local area decide to work together on areas of mutual concern, e.g., marketing vocational programs, sharing equipment, creating common program advisory committees, distance education, regional economic development.

Elective Course. A course that is not required to complete a program, but may be selected because of interest or because it is recommended for its theoretical or practical content.

Required Course. A course that has been designated as necessary for completing an educational program or credential such as a diploma or degree. For example, the required courses for grades 11 and 12 are necessary for all students in those grades who have not yet completed them and earned those credits for a high school diploma.

Shared Facilities. A high school, skills center, VTI or community college develops a joint agreement to utilize the same facilities, either using their own personnel to operate separate programs or sharing the same instructor(s).

Shared Faculty. High school, skills center, VTI or community college faculty member teaches classes for more than one institution or teaches classes with students from more than one agency.

Time-shortened Programs. Based on formal agreements between institutions, students are able to accomplish initial coursework during their secondary program, so that the time they need to spend at a postsecondary institution is considerably reduced.

Transfer Course. A lower division collegiate course which may be earned in a community college but is transferable to a four-year institution to be accumulated with requirements of that institution. Transfer courses need not be transferred, however, but may be taken as part of an associate degree.

Two-plus-two, or Tech-Prep. This concept is subject to widely varying interpretations, but typically refers to a planned scope and sequence of coursework needed for successful employment in a particular occupational field. Because of rapid technological change in many careers, workers need more preparation than ever before. A student can accomplish certain prerequisites in high school and move smoothly into the postsecondary program as part of an agreed-upon program of study. We heard of many variations, however: two-plus-one, one-plus-two, and even two-plus-two-plus-two (leading to a baccalaureate degree).

INTRODUCTION

High school instructors talk with high school instructors, community college instructors talk with community college instructors, and university instructors talk with university instructors. It is only by much effort that the educational communication lines are crossed.

Dale Parnell, *The Neglected Majority*

How to Use This Guide

Linking secondary and postsecondary programs in Washington state is not an idea invented in the 1980s. For many years, informal relationships among staff in high schools, vocational-technical institutes, community colleges, private vocational schools and state agencies have helped build stronger offerings in each institution:

High schools, community colleges, private vocational schools, vocational- technical institutes, and state agencies have maintained informal relationships for many years.

- "We have staff who sit on their advisory committees and they have representatives on ours."
- "Specialized equipment may be shared between high schools and the community college if someone is not using it at the time."
- "We see each other at meetings, student contests or just over coffee once in awhile."
- "We know their high school program is high quality. If he says a student's skills are good, we don't question it."

There's much to be said for strong ties built on trust and informal connections between people. But there are problems as well: What happens when key staff retire or move on? How do students find out about opportunities to gain advanced standing at another institution, sometimes worth thousands of dollars in tuition and saved time? How do institutions remain accountable as the world of work changes so rapidly compared to school curricula? Informal linkages are well and good, but too often the payoff for students is lost in the shuffle.

Informal linkages are well and good, but too often the payoff for students is lost in the shuffle.

Formal articulation relationships can help educators avoid dilemmas like these:

- "When we looked at the curriculum they were using, the textbooks were the same as in the high schools."
- "Why should I have to repeat the same things I learned in high school?"
- "We're not getting the quality of students we need from the high schools; so much time could be saved if they had a better foundation."
- "Why would we want two facilities like this in the same community when there are not enough students to fill either one?"
- "They feel that typing at 67 wpm on a self-correcting electric typewriter is still important and require all students to take it again--even if they've had our high school keyboarding courses."

The world of work is changing so rapidly that lifelong learning is essential.

Articulated programs make good sense. The world of work is changing so rapidly that lifelong learning is essential. Technical training has become so complex that more than a two-year post-high school program is required to be employment-ready. Students need a strong mix of basic and applied skills that high schools are well equipped to provide. Building a smooth and logical transition from the K-12 grade system into postsecondary options is a win-win situation for all.

Historical Views

Several postsecondary institutions and school districts have implemented pilot projects.

Using various private and federal program improvement grants between 1984 and 1986, several Washington postsecondary institutions and school districts have implemented pilot projects on specific topics:

- Evergreen School District launched a study of articulation processes between the Clark County Vocational Skills Center, other high schools and two community colleges.
- Centralia College and several Lewis County school districts designed a coordinated, competency-based system for articulating student learning objectives (SLOs) in office education, which was enthusiastically supported by office occupations teachers in the local high schools.

- The North East Vocational Area Cooperative (education agencies stretching from Bellevue to Edmonds and eastward) developed a model for competency-based articulation in drafting and later in business office occupations.
- Spokane Falls Community College and the Spokane Area Skills Center conducted articulation projects focused on visual media technology, commercial art and broadcasting programs.
- Seattle Community Colleges initiated a joint effort in electronics with Seattle Public Schools. Earlier, the two agencies had cooperated on shared auto and baking programs as well.
- Evergreen State College created a "job shadowing" experience whereby humanities faculties at the college and in Bellevue and Mercer Island school districts observed one another's classrooms on alternate weeks. The goal was to develop closer faculty relations and stimulate advanced placement. Funding was provided by the Matsushita Foundation.

Recent publications have called attention to the value of secondary-postsecondary articulation.

During the same time period Dale Parnell's book, *The Neglected Majority*, brought national attention to articulated programs. The former State Superintendent of Public Instruction in Oregon, now chief of the American Association of Community and Junior Colleges (AACJC), described a model for collaboration dubbed "two-plus-two" or "tech-prep." AACJC also sponsored a national teleconference that provided credibility and impetus for community college trustees, administrators and staff who may have wondered if closer planning with local high schools was really worth the effort.

Also in 1986, the National Center for Research in Vocational Education (NCRVE) published *Avenues for Articulation: Coordinating Secondary and Postsecondary Programs* (Research and Development Series No. 259) by James P. Long, et al. We recommend their pioneering guidelines as an excellent reference on national trends that are emerging in the 1980s. This guidebook draws directly from the NCRVE publication as the focal point for recommending effective practices in Washington.

Why Articulate?

What are the benefits of articulation for the key persons involved? Let's look at some of the reasons articulation has been so popular.

For students:

- High school students see where their remaining years can lead and are thus more motivated to pursue required and elective subjects.
- Access to and options for quality programs are greater as students see a comprehensive structure in place.
- Costs in time and dollars are reduced in an era of increasing postsecondary tuition, fees, and materials charges.
- Complexity in school registration is reduced, since most approvals for courses are worked out in advance.
- Information provided to students emphasizes specific career fields where employment opportunities are known to exist.
- Students finish each program with a demonstrated set of validated competencies that will be recognized as legitimate by business and/or the cooperating institutions.
- Programs that require more than two years of training can be compressed if introductory coursework is already completed.
- The "mystique" of vocational-technical institutes, community colleges, and higher education is reduced, and a smoother transition is possible.

Information provided to students emphasizes specific career fields where employment opportunities are known to exist.

For staff:

- Faculty members develop pride in their programs as more students enter with definite goals in mind.
- Trust is built with faculty in other institutions as they join together for common professional development activities, program planning, student activities and advisory committee meetings.
- Program improvement opportunities emerge as staff build friendships with colleagues in other settings.
- Instructors enjoy the satisfaction of seeing students progress rapidly along a chosen occupational path and enter employment successfully.

Program improvement opportunities emerge as staff build friendships with colleagues in other settings.

For taxpayers:

- Existing facilities and human resources are used more effectively.
- There is less duplication in program offerings as joint planning resolves overlapping courses.
- More students can be prepared to fill local and regional workforce requirements.
- Economic development activities are enhanced as employers participate in expanded services and quality programs.
- Partnerships emerge with other agencies to serve a common good.

Economic development activities are enhanced as employers participate in expanded services and quality programs.

For secondary schools:

- Greater coordination of curriculum with postsecondary institutions allows each institution to concentrate on its strengths.
- Faculty morale is increased when each partner institution recognizes counterpart programs as worthy.
- Attendance increases as students see how their high school programs lead to something more specialized and plan a diploma or certificate that counts.
- The importance of continuing education and lifelong learning is reinforced.
- There is less concern about trying to equip laboratories and classrooms with state-of-the-art technology if a postsecondary institution may be able to provide an offering more efficiently.
- Support is provided for developing a competency-based format for curriculum and instruction so student progress can be monitored and verified.

Faculty morale is increased when each partner institution recognizes counterpart programs as worthy.

For community colleges/vocational-technical institutes:

- Students come in with better preparation and higher motivation.
- There is less need to offer basic coursework covering fundamentals; therefore, resources can be directed to specialty courses.
- Student commitment to postsecondary programs is increased as learners are treated with respect for what they have already learned; duplication of coursework is avoided.

Students come in with better preparation and higher motivation.

- Students stay in community college programs and complete advanced coursework rather than dropping out prematurely.
- Support for two-year programs is "built in" as policymakers see a pool of potential students growing in the local area.

For four-year institutions:

- Students arrive with clear objectives and are more likely to complete a baccalaureate degree.
- Essential prerequisites may already be completed, allowing more time for related coursework.

For employers:

Applicants bring with them a portfolio of demonstrated accomplishments.

- Managers receive new employees with a stronger set of skills built over a several-year period and need to spend less for initial training.
- Joint advisory committees serving several institutions can provide a broad overview of skills needed in a particular occupational field and cut down on meetings employees are asked to attend.
- Applicants bring with them a portfolio of demonstrated accomplishments that are "signed off" by instructors local employers know and trust.
- Employees know the benefits of continued training and can access existing support systems as needed.

GUIDING PRINCIPLES

Community colleges must never forget that their roots are in the local high schools. Community college and high school personnel in the same region must establish deep and lasting linkages that will produce higher academic performance and stronger career/vocational programs.

Dale Parnell, *The Neglected Majority*

Ten basic principles permeate the articulation process.

1. Leadership

Experience shows that there is always a "prime mover" who takes the ball and gets it rolling. There is no set pattern in Washington state: Sometimes it has been school district personnel who initiated joint planning activities. In other cases, community college staff saw advantages to closer ties with high schools and started discussions. Most persons agree that *who* gets the credit is not as important as a public display of unity and commitment at the top policymaking levels. Then, it is at the mid-management levels where consistent communication must occur for articulation to succeed. And if individual faculty members don't exert their own leadership at the department level, little will happen at all.

"It's easier when the administrators start getting into the picture, and the groundwork has already been laid."*

2. Early Faculty and Counselor Involvement

No innovation in curriculum or instruction ever succeeds unless teachers themselves buy into the process. Mandating coordination is "sure death" if faculty members in the participating institutions are not sold on the idea, did not have a chance to add their two cents worth at the very beginning, don't understand what is happening, or otherwise feel left out in the cold.

"Top administrators cleared the way, but it was staff who made it happen."

***Quotations in this and the following section are from interviews with participants in articulated programs.**

There have been several good articulation models in Washington that looked great on paper but died when one or more faculty members refused to go along, failed to encourage students to use the opportunity, ignored the whole idea, preferred to continue the status quo--or worse, were never informed of what was happening or shown how they could help. Teachers will be the deciding factor in program success. Counselors should be involved from the ourset as well; administrators at the building and department level must also be tapped for their support. But, in the final analysis, teachers will make it happen!

3. Respect and Trust

"Allow space and time for respect to build."

In cooperating institutions, faculty and administrators alike need opportunities to learn more about each other and their programs. Both formal and informal communication channels are important. This process is gradual and can be facilitated by visitations to each other's campuses, social functions, joint sponsorship of skills contests or public displays, curriculum update workshops, joint advisory committee meetings, etc. One "consortium" puts together a catered lunch annually. Involving the business, industry, and labor community in "trust building" activities can serve as a positive rallying point.

4. Mutual Benefits

"Sit down and talk. Everyone has to learn to give a little bit."

For strong linkages to work, each "partner" needs to receive as much as is given. Early planning meetings need to outline the common goals that can be served, the barriers that may be faced and the possible solutions that might be required. When everyone sees how each group wins, feelings about turf are lessened.

5. Written Agreements

"Put agreements in writing and have them reviewed annually."

Public display of a written agreement--even if it's a "generic" agreement that avoids specifics but ratifies the partnership--provides a clear signal that articulation is a valid and valuable process. Students and parents particularly need to feel assured that their educational interests will be well served. However, some Washington "partners" believe that quiet, informal alliances are just as effective, preferring an individualized approach based on informal faculty-to-faculty contact rather than elaborate paperwork.

6. Open, Clear, Frequent Communication

At a minimum, most Washington models rely on face-to-face meetings, good records and perhaps an annual report of accomplishments to the respective governing boards of participating institutions. At least one "consortium" produces a regular articulation newsletter to reach a wide audience of key actors. Others conduct regular meetings of "like role" staff to compare ideas.

"Even though we have several years of experience, it's something we have to keep working at all the time."

7. Modest Initial Goals

Those who have experienced greatest success with articulation efforts started out in one or two program areas. They have looked for faculty members who are willing to try the process or a department or program area that seems ready to tackle change in a positive way. The others will come along later after they begin to see the impact, and a process will already be in place to accommodate them. Several institutions found that business education was an easy place to begin, because most schools offer office education programs. Each campus--secondary and postsecondary alike--will have its own unique possibilities.

"In the political science area, we have been scrambling to keep up with the two teachers; inertia of institutions has to be recognized."

8. Clearly Defined Roles

If a coordinator has been designated, many of the details will be easier to work out. At a minimum, a "who does what with whom, how and when" list will orient newcomers to the process. At least two groups found that it worked well to use an outside consultant or facilitator to bring the teams along.

"A coordinator was necessary because of the time involved."

9. Competency-Based Curriculum

While still more often talked about than fully implemented, articulation is a perfect reason to give serious consideration to a performance-oriented instructional program. Success stories now exist in all parts of the state, and national resources are more available than ever before. Bates VTI and Spokane Community Colleges have made substantial financial commitments to development of competency-based instruction by releasing staff for planning and task analysis for competency development.

"When the rubber hits the road, you have got to hit the smallest common denominator...student needs and skills."

"Joint advisory committees get rid of the traditional competition."

10. Common Focus on Goals Rather than Turf

When the interests of students are kept at the forefront, common sense can simply take over. Having a broadly representative steering committee--perhaps including an employer, school director or community college trustee--keeps attention focused on major goals rather than minor roadblocks.

DRAFTING TEACHERS ACHIEVE CONSENSUS ON COMMON CORE OF SECONDARY/POSTSECONDARY SKILLS

After many hours of planning and development, a number of high school, VTI and community college drafting instructors north and east of Lake Washington agreed on the competencies that would comprise quality drafting programs for today's marketplace. Their work was completed in 1985 and included a several-page portfolio or folder that allowed instructors to check off student competencies at some level of proficiency.

By 1988, several students had completed their high school programs and moved on to postsecondary institutions. During one of their annual meetings in early 1988, we invited this informal consortium of drafting teachers to share their reactions after at least three years of experience:

1. What are the strengths of this kind of process:
   - Provides a format of what the next level expects of the students. Great if we never use it for anything else.
   - Reteaching the same things is not necessary.
   - Enables teacher at post-high school institution to determine where to place an entering student based upon completed competencies.
   - Reduces redundant work.
   - Helpful in keeping a record of student progress; makes high school instructors aware of what is happening at the next training step.
2. What are the weaknesses of this model?
   - Not all instructors require the same (high) level of performance.
   - Student attitude, effort and determination still seem to be the key issues.
   - Institutions with reputable training programs need to be in the immediate vicinity and participating with the high schools that are producing students for their programs.
   - Teachers in secondary programs feel imposed upon by postsecondary education. The postsecondary institutions are so far behind what the high schools are doing.
   - Only a few institutions are involved. Should be a statewide effort and a test given like other Advanced Placement classes for science, math and foreign language.
3. What suggestions would you make to others who wish to articulate their programs?
   - Make sure that good lines of communication between high schools and post-high school programs are available and remain in place after adoption.
   - Give equal weight to both secondary and postsecondary programs. Communicate with all parties concerned and be prepared to invest personal time because the time needed is not included in your contract.

Go for it! Plan it well!

ACTION STEPS FOR SUCCESSFUL ARTICULATION

Finally, perhaps a key tension for some open-door community colleges is that they have side-stepped the need to work closely with high schools and to state clearly their own preparation expectations for high school students. If they are to have the best chance for success in a community college, high school students must have a clear sense of what it will take to succeed. Yet, most young people hold only vague notions of what adequate preparation for a community, technical, or junior college experience means. In the great haste to separate themselves from high schools, too many community colleges have weakened or nearly severed the high school-community college connection.

Dale Parnell, *The Neglected Majority*

1. Take the Initiative

"It's like a K-14 program in action."

The question, "who's on first?" doesn't seem to matter, according to Washington educators who have been successful in sealing articulation agreements. Sometimes the lead is taken by the community college; in other cases it has been the secondary schools who took the first step in exploring possible joint efforts. Either way, someone has to think about these questions:

- What institutions will benefit from these discussions?
- Who are the key players in each system?

2. Schedule a Planning Meeting

"It's tough, but worth doing."

The agenda for subsequent planning meetings can be relatively simple, but should include:

- Identifying other organizations who might benefit
- Establishing broad goals
- Developing a timeline and listing tasks
- Setting annual goals, requiring at least a two-hour meeting

3. Secure Validation of Chief Executive Officers

"After top administrators signed off on the process, we began to do some writing based on the community college format."

Successful articulation ultimately requires the policy-level approval of the chief executives at each institution and the endorsement of each board of directors. A policy statement inserted into the formal decision-making process for each agency will give credence to all remaining steps.

Even institutions that have taken the more informal approach to articulation may eventually choose to have a set of written policies to guide staff who follow them in the future.

4. Develop Coordinating Mechanisms

"The Articulation Council provided impetus."

A planning team comprised of interested staff from each partner institution then begins the slow but sure process of building new alliances:

- Some have chosen to identify one person to serve as coordinator; others have used a third-party facilitator to gather information and bring key parties together. Someone will need to be responsible for developing an annual work plan that specifies who does what with whom and when.

"We looked for program areas where the beginning portions of our programs matched up well with the offerings at the high schools."

- This is the group that needs to identify likely program areas that will be tackled first.
- The team must also come up with a format for a prototype agreement that might fit the local situation (see Attachment C).
- This work group also clears the way for faculty to spend released time reviewing each other's programs and building a common understanding of desired competencies students should encounter.
- The "articulation council" must also establish mechanisms for maintaining consistent communication.
- Finally, this steering committee needs to document all meetings and decisions to maintain a formal record of progress.

"One of the secrets was figuring out a way for teachers to visit each other's classes."

5. Orient Staff Members of Participating Organizations

"We started with Business Education because it was easy and everyone was ready."

It will be up to the middle managers in each institution to orient their staff to the possibilities of articulation:

- Emphasize the policy-level commitment of the chief executives and the respective boards.
- Describe the process and the proposed products.
- Provide adequate and detailed instructions and models to follow.
- Identify a facilitator for "discipline" meetings.
- Clarify how instructor initiative enhances the possibility of success.

6. Arrange Interagency Work Sessions

"Released time for staff was important."

Cooperating instructors will need to work out details of curriculum offerings, course sequences, competency lists and standards of performance. This comes through opportunities to visit each other's campuses, review goals and objectives, and discuss instructional strategies and resources.

The dialogue between the secondary and postsecondary programs can be initiated by either partner.

Items that might be covered:

- What is the history of advanced placement at the college?
- Have students from the school district been placed previously?
- What are the expectations of the high school staff?
- What are the expectations of the college staff?
- What is the current process for a student to be placed into a class through waivers of prerequisites or for that student to receive credit for skill/competency attainment?

"Alternative planning meetings between the college and high school worked well."

"The instructors shall be the ones who decide if credit will be granted, not the counselors who don't know the curriculum."

- Describe the curriculum of the current high school program: topics covered, daily allotment of time to lab and to theory, texts used, method of determining proficiency (e.g., skills list or grades). Note: The college instructor may need time to review the curriculum and report back at a subsequent meeting.
- Define the steps to be taken for a student (in the vocational area under discussion) to receive advanced placement.
- Establish timeline for completion of the agreement.
- Set subsequent meeting if indicated.

"Their Health Occupations program makes our kids take a test they wrote using their equipment and staff. Because of the implication that our program is not good, a lot of our students go elsewhere."

Note: It will be helpful if one person assumes the role of keeping minutes of the meetings and then distributes the minutes to participants within three days. A record is then available for reference should questions arise. Future dialogue can be facilitated where such documentation is available.

- Staff then need to list the matches and mismatches that may emerge as secondary/postsecondary curricula are compared.
- If a system of validating or certifying competence is to be used, then all must understand how it will work.
- Middle managers will need to carefully review possible financial implications of each decision, particularly the likely impact on student costs.

7. Complete Draft Agreements

The steering committee needs to decide if the draft agreements will need to be presented to each board for approval or if administrative approval will be sufficient.

8. Publicize the Articulation Agreements

"The signatures on the agreements are a symbolic tie."

Participating institutions will need to make public their articulation agreements:

- A public signing ceremony has been popular in several communities, complete with press coverage and souvenir pens.
- At a minimum, district newsletters going to staff and parents should highlight the new opportunities students will enjoy as a result of the articulation process.

- Sitting down with building principals and counselors seems to be one effective activity to assure success.

9. Implement the Process

"What we still need are pathways for students to see how their program builds from the junior high on up."

As participants work to implement articulation of programs, gathering and sharing information remain important:

- Each secondary teacher must become an enthusiastic advocate for the process that has emerged.
- Particular attention should be given to sharing the new program options at the middle and junior high school levels as students begin to forecast their four-year plans.
- Data on the students who beging to take advantage of the system need to be accumulated for program refinement and reporting.

10. Review Process Annually

"When key faculty leave, impetus can change."

A determination needs to be made about what will happen when a key staff member--particularly a teacher--leaves one of the partner institutions and a new person comes in with no understanding of the articulation arrangements.

EDMONDS COMMUNITY COLLEGE/EDMONDS SCHOOL DISTRICT DEVELOP VARIETY OF COOPERATIVE VENTURES

These two agencies have collaborated on several projects in addition to program articulation:

1. Shared Use Of Facilities

The culinary programs for both the high schools and college now operate with one "laboratory" but separate teachers and curriculum emphases. Discussions are also being held on combining district and college early childhood programs into one facility—perhaps a remodeled former elementary school in the south Snohomish County area.

2. Membership on Each Other's Advisory Committees

School district and community college staff sit on each institution's advisory committes in such areas as business and office education, early childhood programs, computer information systems, and horticulture. The two agencies decided to form one Culinary Arts Council to serve both programs.

3. Programs to Address Emerging Needs

The college and school district created a "youth at risk" intervention called Contracted Learning at Individual Pace (CLIP) which was initially housed at ECC and is now also available at three high schools with interest in developing other such collaborative efforts.

4. Cooperative Projects and Services

A cooperative Summer Music School started with 65 students and has blossomed to 178 students. The district and college jointly sponsored a tour of the Tucson Boys Choirs in February, 1988. Also under exploration are concerts, workshops and clinics involving the music staffs of both the district and the college.

5. College Sponsorship of a Single Program Area

The school district is considering the possibility of merging its new "health care professions" curriculum with the college's Social and Human Services Department offerings in gerontology or home health aide.

6. Dual Enrollment Opportunities

The college is offering a 3-credit course in international trade that is designed for both high school and community college students. In this example, Shoreline School District is also involved.

QUESTIONS PEOPLE WILL ASK

Many leaders of technical education programs in community colleges are observing that excellence in technical education cannot be achieved in two college years, given the current preparation level of the students entering these programs. Wouldn't it make educational as well as economic sense for schools and colleges to utilize the twelfth grade more wisely instead of extending the technical programs to three college years?

Dale Parnell, *The Neglected Majority*

1. What About Sharing Facilities?

There is more and more precedent for joint use of facilities all across the state.

There is more and more precedent for joint use of facilities all across the state. Yakima Valley Vocational Skills Center and Yakima Valley Community College--which have adjoining campuses--have contracted with each other for facilties (and instruction) for several years. South Seattle Community College (SSCC) contracts with local school districts for certain vocational programs on a part-day basis. There are also reciprocal arrangements between the district and college to allow SSCC to use public school facilities for unique programs.

At Sno-Isle Skills Center, arrangements were made with Edmonds Community College for joint use of sophisticated computer-assisted design and manufacturing equipment used by both institutions but housed at the Center. A cooperative Construction Technology program is operated at the Clark County Vocational Skills Center for high school as well as Clark College students simultaneously. Edmonds School District and Edmonds Community College entered into an agreement this school year to share a common culinary arts center on the college campus, but with separate staff and curriculum for each program. At Columbia Basin Community College, local high school students are enrolled in college auto body and carpentry offerings.

2. What About Sharing Instructors?

Sharing instructors is not a new idea. For years, many high school instructors have worked part time at community colleges or VTI's.

This is not a new idea. For years, many high school instructors have worked part time at a nearby community college or VTI to teach evening or weekend classes. And for some of the arrangements now working successfully in Washington, the same instructor is teaching both high school students and adults--either at the same time or at different times of the day. Indeed, at Clover Park Vocational-Technical Institute, a local school district has contracted with the VTI for an instructor to come to the high school to teach auto mechanics, and at Bellingham VTI some vocational coursework is offered to high school students from 3:00 to 6:00pm.

The notion that instructors at one level cannot handle students of different ages needs closer study. Clark County Vocational Skills Center is finding real success in its construction program, as has Yakima Community College, which mixes local skills center students with its adult students. And in Battleground School District, officials take the concept of mixing youth and adults a step beyond formal enrollment: If there's room in a high school classroom or laboratory, local patrons who might need some "brush up" training are welcome to fill that "slot" (nonreimburseable by the state, of course). Typically, each institution pays half the employee costs when instructors are shared.

In one model, high school teachers are designated as "adjunct faculty" at local community colleges, with no extra pay.

Another model is used by Bellevue Community College, Seattle Community Colleges and others which operate "college-in-the-high school" or dual credit-type programs (see Attachment H). In these instances, high school faculty are designated as "adjunct faculty" (with no extra pay) when the courses they teach have been so carefully matched that they carry the regular community college number (e.g., Chemistry 140, 150, and 160). No money exchanges hands between institutions, except that the college initially purchased one-ninth of a high school instructor's contract to help promote the program in the Lake Washington schools.

High school adjunct faculty participate in community college faculty meetings and otherwise meet with college personnel to help assure that comparable coursework is being offered. At Lake Washington School District, for instance, there were 300 students served during the last two school years in classes

such as calculus, chemistry and English. The only stumbling block that had to be resolved was the college English department's concern that their high school counterparts had a master's degree in the subject field.

3. Can Technology Play a Role in Articulation Efforts?

Satellite transmission from WSU and Eastern Washington State University has made unique subject matter available all over state. The teaching of some courses (languages like Japanese, for example) is now possible through distance learning models.

4. What Are the Financial Implications of Articulation?

Not many local educators seem concerned about the impact of articulation on "lost revenue" that occurs when students get credit for courses taken elsewhere. Rather, most believe that all parties are better served: Students receive advanced learning opportunities, more students are attracted to both secondary and postsecondary programs, employers receive better-prepared workers, parents save money when students can avoid repeating coursework and receive advanced standing at a community college or VTI--in short, everyone benefits. Some colleges charge a small fee for "transcripting" credits earned under articulated agreement ($25 per hour), while others do not. Waivers of coursework are typically free. In Seattle, the $50 fee is put into a "pool" to help fund faculty time for joint planning. At Pierce College, the local school districts provide one-half day of release time for planning, and the college contributes $500 for each program area being discussed.

Not many local educators seem concerned about the impact of articulation on "lost revenue" that occurs when students get credit for courses taken elsewhere.

If resources are tight, however, it is only natural to be protective of full-time equivalencies (FTEs). Every hour or day a student is not enrolled means lost revenue as administrators try to maintain and improve programs.

5. What About Awarding Equivalent Credit Between Institutions?

This is an area that deserves greater discussion. Yakima Community College waives its Humanities 101-2-3 requirements for any student successfully completing the local skills center radio/TV production program.

6. What About Connections With Higher Education?

While associate degree transfer models and alternatives for transfer of occupational programs from community colleges and VTIs to institutions of higher education are available in Washington, they were not a focus of this project.

The Intercollege Relations Commission for the State of Washington (ICRC) is the major forum for articulation discussions among postsecondary institutions. Their report on transfer models and alternatives, dated May 1986, provides a useful summary of how agreements between two-year and four-year institutions might work. The ICRC is a commission of the Washington Council on High School-College Relations (contact the Higher Education Coordinating Board).

The climate is very good for other kinds of cooperative planning . . .

The climate is very good for other kinds of cooperative planning, as evidenced already at South Seattle Community College, which has opened its facilities for use by Central Washington, Western Washington and even the private City University. For a long time now, Western Washington has deferred to the superior facilities at Bellingham VTI for its technical education offerings.

.In an interview quoted in the *AACJC Journal* for June 1988, Governor Booth Gardner noted "Before the legislature will buy into the 'two-plus-two' concept, it will be necesssary for the community colleges to make a firm commitment to the quality and quantity of transfers to make 'two-plus-two's' work."

7. Where Is Resistance Likely To Occur?

Expect the unexpected! One set of partners was ready for its big day for public signing of articulation agreements by the chief executive officers at each institution when one key administrator changed his mind at the last minute. Another group met surprising resistance from high school faculty who were concerned that their work would not deserve college credit--that students must earn A's or B's, that somehow poor performance would reflect badly on the high schools.

Expect the unexpected!

AGREEING TO WORK TOGETHER

"Put agreements in writing and have them reviewed annually."

The Yakima Valley Vocational Skills Center and Yakima Community College have developed several agreements that clarify working procedures: one to "bless" future articulation efforts, and another to authorize student enrollment in each other's programs.

MEMORANDUM OF UNDERSTANDING

The Yakima Valley Vocational Skills Center (YVVSC) and Yakima Valley Community College (YVCC) do hereby establish the following terms and conditions which will enable YVVSC students to enroll in specified programs at YVCC and which will also enable students of YVCC to enroll in specified programs at YVVSC:

1. YVVSC students may enroll in specified programs at YVCC on a "space available" basis as determined by YVCC.
2. YVCC students may enroll in specified programs at YVVSC on a "space available" basis as determined by YVVSC.
3. When a YVVSC student enrolls in YVCC programs, YVCC will bill YVVSC at the rate of the current YVCC resident tuition plus $150 lab fee per quarter.
4. When a YVCC student enrolls in YVVSC programs, YVVSC will bill YVCC at the rate of the current YVCC resident tuition plus $150 lab fee per trimester.

This Memorandum of Understanding shall be in effect beginning July 1, 1987, and shall remain in effect until modified by mutual consent of both YVVSC and YVCC or until revoked by one or both of the parties to the Memorandum of Understanding. Either party to this Memorandum of Understanding may revoke this agreement only at the end of an academic year; provided, however, that notice of such revocation shall be delivered to the other party no less than ninety days prior to the end of that academic year. The 90-day minimum requirement may be waived by mutual consent of both parties.

Signed this 3 day of June, 1987

FOR: YAKIMA VALLEY VOCATIONAL SKILLS CENTER

BY: Gary Dietzen
Director

FOR: YAKIMA VALLEY COMMUNITY COLLEGE

BY: Gerald L. Perryman
Dean of Instruction

1071G
5/28/87

Kathy Goodman
Notary Public

MEMORANDUM OF INTENT FOR ADVANCED PLACEMENT
BETWEEN
THE YAKIMA VALLEY VOCATIONAL SKILLS CENTER
AND
WASHINGTON COMMUNITY COLLEGE DISTRICT 16

This memorandum of intent is designed to reflect the mutual intention and purpose of the Yakima Valley Vocational Skills Center and Yakima Valley Community College to articulate and coordinate related vocational programs for the purpose of providing an advanced placement option. In order to facilitate Skills Center students entering Yakima Valley Community College with advanced standing, articulation agreements will be entered into based on criterion measures jointly developed and agreed upon by faculty and approved by appropriate administrative representatives of each institution.

It is further intended that the Yakima Valley Vocational Skills Center and Yakima Valley Community College will continue to cooperate in the development of additional program agreements, to the end that many vocational programs at the Skills Center will transfer to related programs provided at Yakima Valley Community College.

A review for program by program articulation is intended to be ongoing. Each institution will continually update criterion measures as appropriate.

Either the Yakima Area Vocational Skills Center or Washington Community College District 16 may terminate further performance under Agreement at any time by notifying the other party in writing at least one academic year in advance of the effective date of termination specified in such notice.

Dr. Terrance R. Brown, President
Yakima Valley Community College

Dr. Warren Dean Starr, Superintendent
Yakima School District #7

Dr. Gerald Perryman, Dean of Instruction
Yakima Valley Community College

Dr. Robert McLaughlin, Director
Yakima Valley Vocational Skills Center

Mr. Gary Dietzen, Director
Yakima Valley Vocational Cooperative

BUILDING A PLAN

"It's easier when the administrators start getting involved, and the groundwork has already been laid."

Edmonds Community College and Edmonds Public Schools' Articulation Council developed an annual workplan that keeps everyone on target.

GOALS FOR THE ARTICULATION COUNCIL 1987-88

GOALS	RELATED ACTIVITIES TO ACCOMPLISH	WHO WILL DO?	TARGET DATES
Goal 1 To develop a plan for the Council to participate in "9-14 for the Future" planning.	Darrel Duncan proposed the Articulation Council function as the Program Articulation satellite of the Leadership Team for the High Schools of the Future. It has been suggested that guidelines from Dale Parnell's Neglected Majority be used.	*Duncan	
	The High Schools of the Future conference/institute has been cancelled. A meeting is scheduled for 10/23 to develop an alternate plan.		
	Issue written report of meeting.	Duncan	Oct. 1987
Goal 2 To continue planning for, to implement, and to evaluate the food services program operated in shared facilities with an articulated curriculum.	Implement the joint Culinary Arts instructional program, including the Culinary Arts council. Activities to accomplish are too numerous and specific to list.	*Oertli, Stephenson, Buxton, Kennedy, Parker	Fall, Wtr Qtrs
Goal 3 To develop and implement a plan for tracking articulation projects and for providing support and routine assistance to faculty who are working on articulation projects.	Develop list of projects.	*Hanson, Rozdilsky, Wright, Buxton, Engberg	Oct. 1987
	Include an article in newsletter soliciting information about projects, listing contact person(s).		Dec. 1987
	Committee will meet to discuss how support, routine assistance will be provided.		Oct. 1987

GOALS	RELATED ACTIVITIES TO ACCOMPLISH	WHO WILL DO?	TARGET DATES
Goal 4 To publish an articulation newsletter at least quarterly, and to promote articulation activities routinely.	Mary Goetz presented an outline of the December edition of the newsletter		
Goal 5 To develop and implement ways of giving recognition and publicity to staff who contribute to articulation efforts.	Certificate of recognition (already developed) will be presented to worthy individuals with accompanying press releases to local, school district, college publications and articulation newsletter Worthy individuals to be identified by: - Principals (school staff and community members) - Asst. Supt. (admin. staff and community members) - Assoc. Deans (EdCC staff and community members)	*Aliverti, Sankey, Goetz Christiansen	Qrtrly
Goal 6 To develop a plan for targetting two major programs for which the council offer intensive support this academic year.	Develop criteria to determine priorities for support and recommend two programs to council.	*Oertli, Duncan	Oct. 21 - Nov. 18, 1987
Goal 7 To prepare, oversee, and distribute an articulation council budget.		*Ledford, Floten	

GOALS	RELATED ACTIVITIES TO ACCOMPLISH	WHO WILL DO?	TARGET DATES
Goal 8 To examine planning processes of each agency and include consultation from the other agency in decisions which involve new programs, facilities, or major equipment acquisition	Build into the program approval process steps that require the program initiator to address articulation possibilities with the School District and Community College	*Buxton, Wright, Oertli, Duncan	Wtr Qtr
	Insure cross representation on General Advisory Councils and special occupational program committees	Oertli, Buxton	Wtr Qtr
	Compare advisory committee lists and work with staff to assure cross representation	Oertli, Buxton	
Goal 9 To plan a work schedule to promote the proposed performing arts facility from an articulation viewpoint	Provide timeline information	*Aliverti, Christiansen Goetz	Forthcoming
Goal 10 To continue planning an Early Childhood Education Center to house School District and Community College programs	Identify key people in the District and at the College involved with the Early Childhood Center concept and call a meeting.	*Rozdilsky, Buxton	Dec. 1987

GOALS	RELATED ACTIVITIES TO ACCOMPLISH	WHO WILL DO?	TARGET DATES
Goal 10 (contd)	Encourage the group to consider goals and to meet two to three times a year over the next two years. Goals of the group might include: - identifying leadership of the group and a regular meeting time - keeping open communication about the Early Childhood Center during two years of building, remodeling and planning decisions - exploring articulation in new areas - finding ways to use information from current shared space at Maplewood and Scriber Lake to help in future planning: Building meetings? Identification of areas of compatibility or incompatibility, etc. - identifying any resources they might need from the Articulation Council	Buxton Rozdilsky	Dec. 1987 (on-going)
	Keep informed of this group's activities and plans	Rozdilsky	Reports at Articulation Council Mtgs.
Goal 11 To plan a cultural and language summer institute.		*Wright, Hanson	Summer 1988
Goal 12 To plan and implement monthly meetings		*Floten, Ledford *Chair	On-going

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SAMPLE AGREEMENTS

"Sit down and talk. Everybody has to learn to give a little bit."

Most articulation agreements are fairly straightforward and jargon free. They resemble a contract in some cases, but serve primarily to specify who is doing what with whom. Similarities in wording and format would imply that it's okay not to reinvent the wheel.

INFORMATION COPY

ARTICULATION AGREEMENT 1987-88

ABERDEEN HIGH SCHOOL AND GRAYS HARBOR COLLEGE

BUSINESS EDUCATION/SECRETARIAL SCIENCE

Based upon recognition of skills and knowledge gained by Aberdeen High School students who have successfully completed certain vocational courses as high school sophomores, juniors and seniors, and in an effort to reduce duplication of effort in providing effective instruction at the high school and community college levels, the following are statements to which we mutually subscribe.

1. Students who have fulfilled the instructional/performance objectives within Grays Harbor College's Secretarial Science program, based on Aberdeen High School's secondary level courses in the Business Education program, will be given advanced placement credit for a maximum of 13 credits in the Secretarial Science program at Grays Harbor College. Any course or combination of courses listed below can be applied for credit in the Secretarial Science program, not to exceen 13 college credits, providing the conditions in statements numbers 2 thru 7, following, are met.

ABERDEEN HIGH SCHOOL COURSES*	GRAYS HARBOR COLLEGE COURSES*	
Office Machines	BA 115 Adding & Calc. Machines	(3 cr.)
Typing/Keyboarding I	BA 110 Keyboarding	(3 cr.)
Typing/Keyboarding II	BA 111 Beginning Typewriting	(3 cr.)
Advanced Typing/Word Processing	BA 112 Beginning Typewriting	(3 cr.)
	and BA 161 Word Processing	(1 cr.)

*Official title changes for the course titles listed will be acceptable substitutes.

2. Only those students who graduate or complete business education courses in the high school during the 1987-88 year will be eligible for advanced placement in the College's Secretarial Science program under the terms of this agreement. High school studnts must enter the College program within two years of graduation from high school in order to be granted advance placement credit for high school business education courses successfully completed (as shown on student's high school transcript). (For example, June 1988, graduates must enroll in the college program no later than Fall Quarter, 1990.)

3. This articulation agreement will be in effect for the 1987-88 academic year. Subsequent agreements will be negotiated annually. Students must be enrolled in the College's Secretarial Science program for at least one academic quarter before receiving advanced placement credit. The advanced placement credit will appear on the student's college transcript at the end of his/her second quarter in the College's Secretarial Science program.

   Advanced placement credit given for Aberdeen High School courses is contingent upon the ability of students to earn a grade of "C" or better in the next higher college course, in a sequence, attempted at GHC.

   In situations where there are no additional required courses in a sequence, an <u>average</u> grade of "C" or better in all Business Administration courses attempted during the first quarter of enrollment at GHC will be required to allow individual students to receive any advanced placement credit.

Advanced placement credit will be identified as transferred high school credit under an articulation agreement. Advanced placement credit awarded cannot be transferred to an alternate GHC program.

4. The grade on the College transcript will be the same grade the student received in the High School equivalent course. If the articulated high school course credit is from a series of two or more courses completed, the grade earned in the last course of the sequence will be the grade recognized on the college transcript (general statement not applicable in 1987-88.)

5. Students must receive a grade of "B" (3.0...80%) or better in the identified high school course(s) in order to be granted advanced placement credit for the college equivalent courses(s).

6. Students must meet all regular College admission requirement in effect at the time of admission to the College and enrollment in the college program.

7. Should a student intending to receive credit under this agreement fail to make satisfactory progress in a course, the student may be required to actually enroll in the intended transfer credit course at the discretion of the college faculty.

8. The designated high school and college instructors will meet as necessary to discuss any particular problems as they arise in the articulation of credit. Minor revisions can be made via telephone calls or correspondence.

9. High School and College Administrators will meet as necessary to revise or discuss the articulation agreement. Minor revisions can be made via phone calls or correspondence. Administrators will be responsible for arranging additional necessary meetings involving both instructors and administrators.

10. High School and College administrators will devise a follow-up procedure to determine the success of students who receive advanced placement credit for high school level business education courses successfully completed.

ABERDEEN HIGH SCHOOL	GRAYS HARBOR COLLEGE
Superintendent	President
Principal	Vice President for Instruction
Vocational Director	Associate Dean for Vocational Education
Department Chairman	Division Chairman

ARTICULATION AGREEMENT FOR BUSINESS EDUCATION PROGRAMS

PUYALLUP SCHOOL DISTRICT AND

CLOVER PARK VOCATIONAL TECHNICAL INSTITUTE

Based upon mutual concern for the need of students pursuing the Business Education Program and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the Vocational Technical Institute's identified specialty area based on secondary level of courses in the Puyallup School District Business Education Program will be given advanced placement in a Business Education Program at Clover Park Vocational Technical Institute. Students may receive advanced placement in the following business education programs offered at Clover Park Vocational Technical Institute (CPVTI).

CPVTI BUSINESS EDUCATION PROGRAMS

Machine Transcription	Shorthand
Accounting	Electronic Math Applications
Business Communication	Word Processing/Information Processing
Keyboarding	Filing

2. Students completing the high school business education course areas listed above will have priority status for enrollment in a business education program at CPVTI.

3. Each student who wants advanced placement will be assessed for placement purposes.

4. Transcripts will be used in the determination of initial student placement within the CPVTI business education program.

5. This articulation agreement will go into effect as of Fall 1987. Only those students who graduate or complete business education courses in the high school during 1986-87 or after will be eligible for advanced placement in CPVTI's business education courses, according to this agreement. The high school student must enter the CPVTI program within two years of graduation from high school in order to be granted advanced placement for high school business education courses (as shown on student's high school transcript).

6. Students must receive a grade of "C" or better in the high school course in order to be granted credit for the CPVTI equivalent course.

7. Students must meet CPVTI admission requirements.

8. The high school instructors and vocational school instructors in Business Education Programs will contact each other to discuss any particular problems as they arise in the articulation of business programs.

9. Administrators will meet annually to revise or discuss the articulation agreement. Minor revisions can be made via phone calls or correspondence. The Administrators will be responsible for arranging additional meetings.

10. Should a student intending to receive credit under this agreement fail to make satisfactory progress in a program, the student may be required to transfer back to the beginning of a program at the discretion of the CPVTI faculty.

11. The administrators will devise a follow-up procedure to determine the success of students who receive advanced placement for business education courses at Clover Park Vocational Technical Institute.

PUYALLUP SCHOOL DISTRICT

Herbert Berg

Superintendent

Vocational Director

CLOVER PARK VOCATIONAL TECHNICAL INSTITUTE

Superintendent

Administrator for Vocational Education

Business and Office Education Supervisor

PROGRAM ARTICULATION AGREEMENT
BETWEEN
NEW MARKET VOCATIONAL SKILLS CENTER
AND
SOUTH PUGET SOUND COMMUNITY COLLEGE

Statement of Purpose

It is the purpose of this Articulation Agreement to describe the goal, process, and content of program articulation between the two educational institutions signatory to this Agreement. This Agreement is intended to provide a clear statement on the scope and conditions relating to program articulation to all interested parties.

Articulation Goals

The goals of this Articulation Agreement are:

1. To provide linkage of appropriate curricula at both institutions so as to facilitate student mobility between the institutions.

2. To set in place the on-going process of examining curriculum at the program level for the purpose of articulation.

3. To facilitate student records transfer in a manner which retains the integrity of student records processes at both institutions.

4. To provide avenues of communication on the assessment of a program's eligibility and desirability for articulation.

Scope of Agreement

The areas subject to articulation between the two institutions include, but are not limited to, the following:

1. Instructional programs/courses which have agreed upon equivalency.

2. Courses/programs offered by one institution which are introductory or prerequisite to courses/programs offered by the other institution.

3. Student educational achievement as identified though assessment processes.

4. Recordkeeping of student progress.

Articulation Structure

Two levels of contact and decision-making for this Agreement shall be established. The master agreement shall be signed by the chief executive officer of each institution. Authority and responsibility for program articulation shall be placed with the two institutions' chief instructional officers. Decisions on modification and/or replacement of this Agreement are to be made by the two chief executive officers.

Articulation Criteria

Program/course articulation shall be based upon student competencies as demonstrated in both course and program objectives and content. The general thrust of the competencies and levels of achievement shall be the subject of review, rather that an identical match of objectives. The overall criteria for courses/programs shall be that of sequential compatability with both prior and subsequent course work at both institutions. Courses should be able to replace the counterpart course to the satisfaction of instructors, instructional administrators, and the chief executive officers.

Articulation Process

Identification of potential programs/courses for articulation shall be the responsibility of the instructors in that program or content area and/or the chief instructional officers. Based upon applicable criteria, the recommendation for articulation shall be reviewed by a committee composed of four staff from each institution. The chief instructional officers of each institution shall be members of the committee. The other representatives are to be selected by their institution. Upon the committee's recommendation, the nominated program/course shall be placed in the master Articulation Agreement as an addendum if the program is rejected, or sent back to the proposing area for further work. The effective date of the addendum shall be agreed upon by each institution, depending on the appropriate approval process inherent within the two institutions. Responsibility for facilitating and communicating this process is lodged with chief instructional officer of each institution.

Articulation Review/Evaluation

This master Agreement shall remain in effect until written notice is given by one or both parties indicating a desire to modify the agreement indicating a desire to modify or terminate the Agreement. Such notice of modification or termination shall be timely to the extent that no program or course currently enrolling students will be deemed ineligible for further articulation until such students have had opportunity to transfer the course work, if desired. A yearly review of all articulation addenda shall be conducted by the chief instructional officers no later than the end of November each year. Any recommendation to modify or terminate an addendum shall be presented to the chief executive officers prior to the end of December each year. The evaluation of effective program articulation shall include reports of progress from instructors, student transcripts, and reports from students solicited by use of questionnaires.

NEW MARKET VOCATIONAL SKILLS CENTER and SOUTH PUGET SOUND COMMUNITY COLLEGE agree to articulate educational programs so as to better serve the needs of students attending these institutions.

DIRECTOR, NEW MARKET VOCATIONAL SKILLS CENTER	PRESIDENT, SOUTH PUGET SOUND COMMUNITY COLLEGE
Date	Date

ARTICULATION AGREEMENT FOR BUSINESS EDUCATION PROGRAMS

PUYALLUP SCHOOL DISTRICT AND PIERCE COLLEGE

Based upon mutual concern for the need of students pursuing the Business Education Program and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified specialty area based on Puyallup School District's secondary level of courses in the Business Education Program will be given advanced placement credit for a maximum of 20 credits in the Business Education Program at Pierce College. Any combination of the courses listed below can be applied for equivalent credit in the Pierce College Business Education Program (not more than 20 college credits will be granted per student according to this agreement).

SECONDARY COURSE	COLLEGE COURSE ARTICULATED
Shorthand 1	Beginning Shorthand 137 (5 cr.)
Shorthand 2, 3,or 4	Intermediate Shorthand 138 (5 cr.)
Computer Keyboarding 1	Beginning Typewriting 131 (4 cr.)
Computer Keyboarding 2	Intermediate Typewriting 132 (5 cr.)
Business Math on Machines	Business Machines 135 (4 cr.)
Accounting	Secretarial Accounting 241 (5cr.)

2. Only those students who graduate and/or complete business education courses in the high school during 1986-87 or after will be eligible for advanced placement in Pierce College's Business Education Program. The high school student must enter the Pierce College Program within two years of graduation from high school in order to be granted advanced placement for high school business education courses (as shown on the student's high school transcript).

3. This articulation agreement will go into effect as of Fall 1987. Students must be enrolled in the Pierce College Business Education Program for at least one quarter before receiving advanced placement. The advanced placement credit will appear on the student's college transcript at the end of his/her second quarter in the college business education program.

4. Advanced placement for high school courses will be shown on the student's college transcript just as if the student had completed the course at Pierce College.

5. The grade on the college transcript will be the same grade the student received in the high school equivalent course. If the high school course is a series of two or more courses, the grade earned in the last course of the sequence will be the grade recognized on the college transcript. For example, if a student receives an "A" in Business Math I and a "B" in Business Math 2 in high school, the grade shown for Business Machines (135) on the College transcript would be "B", the terminal grade in the sequence of high school courses.

6. Students must receive a grade of "C" or better in the high school course in order to be granted credit for the college equivalent course (as shown on student's report card).

7. Students must meet all College admission requirements.

8. The high school and college instructors in Business Education Programs will contact one another to discuss any particular problems as they arise in the articulation of credit.

9. Administrators will meet annually to revise or discuss the articulation agreement. Minor revisions or updates can be made via phone calls or correspondence. Administrators will be responsible for arranging additional meetings.

10. Should a student intending to receive credit under this agreement fail to make satisfactory progress in a course, the student may be required to transfer back to the beginning course at the discretion of the college faculty.

11. The high school and college administrators will devise a follow-up procedure to determine the success of students who receive advanced placement for business education courses.

PUYALLUP SCHOOL DISTRICT

Herbert Berg

Superintendent

Vocational Director

PIERCE COLLEGE

College President

Vice President for Academic Affairs

Associate Dean of Occupational Education

MODEL FORMS

"It's easier if procedures are already written down, so everyone will know what to do--especially it someone leaves who was a leader."

Some articulation agreements have resulted in clear-cut forms and procedures. Olympic College has shared its self-duplicating forms to illustrate the advantages of putting information in writing.

OLYMPIC COLLEGE
ADVANCED PLACEMENT PROGRAM
ARTICULATION AGREEMENT

STATEMENT OF INTENT

The purpose of this articulation agreement is to provide a mechanism that will enable vocational students in _____ vocational program from _____ to enroll at Olympic College and receive credit for courses taken prior to enrolling in order that they need not repeat vocational competencies already learned.

PARTICIPATING INSTITUTIONS

We, the undersigned representatives, agree in principle to this concept and will request our staffs to work together to ensure implementation.

CURRICULUM REVIEW

Representatives of the high school, or vocational skill center and college will meet annually to review one another's vocational curriculum and identify courses and programs which meet the College's standards and to specify courses for which college-level credit may be awarded. The specific program articulation agreements will be revised as necessary.

PROGRAM RENEWAL

This agreement will be renewed on an annual basis.

_____ High School Vocational Skill Center

_____ Olympic College

Date of Agreement _____

B:ADVCPLAC.agr
REV: 03-23-87

Distribution: White--Associate Dean of Instruction; Yellow--Division Director; Pink--Superintendent of Schools.

OLC-ASD-015

OLYMPIC COLLEGE
ADVANCED PLACEMENT PROGRAM
PROGRAM ARTICULATION AGREEMENT

Students enrolling in the _____ program at Olympic College, graduating from _____ (school) in accordance with the provisions of the Advanced Placement Program are eligible for advanced credit for the following courses for the academic years, _____ :

High School/Skill Center Curriculum	Equivalent College Courses Eligible for Credit
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
High School Or Vocational Skill Center Representative	Date
_____	_____
O.C. Faculty Representative	Date
_____	_____
O.C. Division Director	Date
_____	_____
O.C. Dean of Instruction	Date

B:ADVCPLAC.pr2
REV: 03-23-87

Distribution: White--Associate Dean of Instruction; Yellow--Division Director; Pink--High School Principal

OLC-ASD-014

OLYMPIC COLLEGE
ADVANCED PLACEMENT PROGRAM
APPLICATION FOR ADVANCED STANDING

(To be completed by the student. Return completed form to appropriate division office. Include a sealed copy of high school transcript).

NAME: _____

ADDRESS: _____

_____

TELEPHONE: _____ **SOC SEC NUMBER:** _____

BIRTHDATE: _____ **DATE OF APPLICATION:** _____

HIGH SCHOOL\SKILL CENTER ATTENDED:

_____

DATE OF GRADUATION: _____

VOCATIONAL PROGRAM COMPLETED: _____

INTENDED OLYMPIC COLLEGE VOCATIONAL PROGRAM:

_____

_____
SIGNATURE OF STUDENT

****

(TO BE COMPLETED BY DIVISION DIRECTOR)

DATE OF INTERVIEW (If conducted): _____

HAS THE STUDENT COMPLETED THE HIGH SCHOOL OR SKILL CENTER PROGRAM: YES ☐ NO ☐

HAS THE STUDENT SUCCESSFULLY COMPLETED THE EQUIVALENT COURSE(S) WITH A B (3.0) OR GREATER: YES ☐ NO ☐

BASED ON THE STUDENT'S RECORD, HE OR SHE IS ELIGIBLE TO PARTICIPATE IN THE ADVANCED PLACEMENT PROGRAM IN THE _____ _____ VOCATIONAL PROGRAM.

_____ _____
SIGNATURE OF FACULTY MEMBER **DATE**

_____ _____
SIGNATURE OF DIVISION DIRECTOR **DATE**

B:ADVCPLAC.app
REV: 03-23-87
Distribution: White--Admissions and Records; Yellow--Division Director; Pink--Student

OLC-ASD-016

OLYMPIC COLLEGE
ADVANCED PLACEMENT PROGRAM
APPROVAL OF CREDIT

_____
VOCATIONAL PROGRAM AND YEAR

NAME: _____

ADDRESS: _____

_____

TELEPHONE:_____ **SOC SEC NUMBER:**_____

HIGH SCHOOL OR VOCATIONAL SKILL CENTER:

_____

DATE OF GRADUATION: _____

Credit for the following by-passed courses will be awarded with a grade of "P" (pass) upon passing the approved advanced courses:

APPROVED BY-PASSED COURSE	CREDITS	APPROVED ADVANCED COURSE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ _____
FACULTY **DATE**

_____ _____
DIVISION DIRECTOR **DATE**

_____ _____
DEAN OF INSTRUCTION **DATE**

(To be forwarded ONLY by the Dean of Instruction)

****

OFFICE OF ADMISSIONS AND RECORDS: Credit for the by-passed course(s) will be posted after passing the advanced course(s).

_____ _____
DIRECTOR OF ADMISSIONS AND RECORDS **DATE**

COURSE(S) POSTED: **DATE:** _____

B:ADVCPLAC.ele
REV: 03-23-87
Distribution: White--Admissions and Records; Yellow--Division Director; Pink--Student
OLC-ASD-017

COMMUNICATION CHANNELS

"You can never share enough information about what you're doing."

The Edmonds area articulation coalition produces an occasional newsletter that is widely distributed to interested constituents.

Edmonds School District 15
3800 196th S.W.
Lynnwood, WA 98036-5789
(206) 670-7094

ARTICULATION Council NEWSLETTER

Edmonds Community College
20000 68th Avenue West
Lynnwood, WA 98036
(206) 771-1512

Volume 1, Number 1 June 1987

CEREMONIES JOIN EDUCATIONAL PARTNERS

A 'K-14' educational partnership was formally recognized before nearly 100 dignitaries who attended the Artriculation Council dedication ceremonies between Edmonds School District 15 and Edmonds Community College June 3 at the college's Brier Hall.

The dedication was formalized with the signing of The Articulation Council Operational Document by District 15 Superintendent Hal Reasby and College President Tom Nielsen.

The Council's mission is to encourage, foster and facilitate activities which are mutually beneficial to the two organizations, students, faculty, staff and the community at large.

Ed Aliverti, master of ceremonies, noted that formation of The Council was the most exciting "happening" in all of his 32 years in education. He presented a replica of a cornerstone to be placed in Brier Hall which will house the new dining facilities. The culinary arts programs for District 15 and college students will be joined in the new facility.

Senator Rick Bender, keynote speaker for the luncheon and ceremonies, said that he had been working for some time with the legislature and districts to form this kind of educational partnership. He was pleased that his legislative district is leading the way for other educational institutions in the state.

The signing of this Articulation Council Agreement between Edmonds School District 15 and Edmonds Community College assures continued efforts by the district and the college to combine their resources for the benefit of students in South Snohomish County.

Superintendent Hal Reasby and College President Tom Nielsen sign the articulation agreement

This is the first issue of the Articulation Council Newsletter published jointly by Edmonds School District 15 and Edmonds Community College for distribution to all teachers, faculty and administrators.

15 Board of Directors

Lee Finnick, Howard G. Holbrook, Marti McDonald-Long, Sheri Straight, Vi Walls, Dr. Hal Reasby, Superintendent and Board Secretary

23 Board of Trustees

Margaret Hays, Edith Lawrence, Karen Miller, Vaughn Sherman, Majel Wilson, Tom Nielsen, President

ARTICULATION COUNCIL
of the
Edmonds School District 15
and
Edmonds Community College
Operational Document

Mission Statement

The mission and purpose of the joint Edmonds School District 15 and Edmonds Community College Articulation Council (the Council) is to encourage, foster and facilitate activities which are mutually beneficial to the two organizations and our students, faculty and staff and the community at-large .

A primary goal of the Council is to promote higher quality learning opportunities for our students.Through efforts of the Council, both educational and economical benefits will be provided such as : facilities and equipment sharing; projects with shared human resources; avoidance of unnecessary duplication; a streamlined educational process which provides for student goal setting beginning at the ninth grade level and progressing through level 14. The Council will provide a means to develop and expand opportunities which benefit all people of South Snohomish County with a quality educational environment.

Specifically, the Council will:

1) facilitate communications at all levels between Edmonds School District 15 and Edmonds Community College; 2) facilitate joint meetings and activities between the two staffs; 3) identify and reduce barriers that inhibit articulation activities; and 4) determine the future direction and priorities of joint ventures.

Council Membership

The Council is composed of the following members from Edmonds Community College: Executive Vice President; Associate Dean of Instruction; Associate Dean for Student Services; two Division Directors; and the College Relations Director. Membership from Edmonds School District 15 will be: Associate Superintendent of Secondary Education; Director of Instructional Services; High School Principal; Coordinator of Vocational-Technical Education; Program Manager of Secondary Curriculum; Counseling Representative; and School Community Relations Officer. The Council will be jointly chaired by the Edmonds Community College Executive Vice President and the Edmonds School District Assistant Superintendent of Secondary Education.

Council Meetings

The Council will meet a minimum of four times during the year.

The Articulation Council of Edmonds School District 15 and Edmonds Community College is hereby established upon authority of the President of Edmonds Community College and Superintendent of Edmonds School District on June 3,1987.

H Reasby

Dr. Hal Reasby
Superintendent
Edmonds School District 15

Tom Nielsen

Thomas C. Nielsen
President
Edmonds Community College

ARTICULATION COUNCIL
of the
Edmonds School District 15
and
Edmonds Community College

Primary Goal for 1987-88:

The primary goal of the Council is to promote higher quality learning opportunities for our students.

Specific Objectives for 1987-88:

1. Continue to improve the working relationship among staff involved in current articulation efforts.

2. Increase the number of articulation efforts, including expanding to additional curriculum areas.

3. Further eliminate institutional policies and practices which serve as barriers to effective articulation efforts.

4. Continue to improve communication and public relations within and between the district and the college.

5. Facilitate the opportunity for high school age students to earn community college credits.

ARTICULATION COUNCIL MEMBERS

Members of the Articulation Council of Edmonds School District 15 and Edmonds Commnity College are:

Representing Edmonds School District 15:

- *Darrel Duncan* - Director of Instructional Services, 670-7089
- *Rod Engberg* - Counseling Representative, 670-7787
- *Mary Goetz* - School Community Relations Officer, 670-7044
- *Robert Ledford* - Associate Superintendent of Secondary Education, 670-7094
- *Fill Sankey* - Woodway High School Principal, 670-7904
- *Jerry Shively* - Coordinator of Vocational-Technical Education, 670-7120
- *Dorothy Wright* - Program Manager of Secondary Education, 670-7138

Representing Edmonds Community College:

- *Ed Aliverti* - Associate Dean for Student Services, 771-1521
- *Carol Berg-Christiansen* - College Relations Director, 771-1559
- *Jean Floten* - Executive Vice President, 771-1512
- *Steve Hanson* - Division Director, Humanities and Social Sciences, 771-1557
- *Gary Oertli* - Associate Dean of Instruction, 771-1505
- *Mary Lou Rozdilsky* - Division Director, Health and Human Services, 771-1613

COUNCIL ENCOURAGES DEVELOPMENT OF RESOURCES FOR ARTICULATION

The Articulation Council has been operational since fall quarter 1986 with its major task being development of the Operational Document and Goals for 1987-88.

A primary role of the Articulation Council for the coming instructional year will be fostering current articulation activities and acting as a base for resource identification and assistance.

"All members of The Council are eager to assist our faculties in developing and launching new cooperative ideas and ventures. We want to hear from as many of you as possible and to support your activities with appropriate personnel and resources," stated co-chairs Jean Floten and Robert Ledford.

They added, "It is through the teaching expertise of our schools and college that this effort will succeed. Your ideas and plans are most welcome."

VARIETY OF ARTICULATION PROJECTS ALREADY STARTED; MORE DISCUSSED FOR FUTURE

Many cooperative projects between Edmonds School District 15 and Edmonds Community College have already been started and others are being discussed for the future.

Examples of current articulation activities include:

• *English* - The CEP (College English Program) offering college credit English composition classes at high schools.

• *Horticulture* - Cross-representation on advisory committees, dovetailing curriculum, advanced placement, shared instructor.

• *Office Ad* - Certificates of Proficiency and competency-based agreements.

• *Health Occupations* - ESD 15, EdCC, EvCC and Sno-Isle working on projects; cross-representation on advisory committees.

• *Home Care Providers* - Potential joint program discussion.

• *Culinary Arts* - Detailed joint development of training program.

• *Electronics* - Cross-representation on advisory committees, interface with Applied Technology Training Center, high school program linkage with community college.

• *Music* - Summer band program offered.

• *College Coursework* - Enrichment, remediation.

•*Advanced Placement* - College Board tests.

• *International Instruction* - Discussion of international high school.

Possible future programs:

• *Math* - Interest in discussing activities.

• *Drama* - Possible shared projects for combining of resources, high visibility.

Ed Aliverti displays cornerstone plaque for Brier Hall

• *Counselors* - Interest in exchanges, joint meeting.

• *Social Studies* - 12th grade humanities requirement is of special interest.

• *DECA-Marketing* - Would like to pursue Certificates of Proficiency.

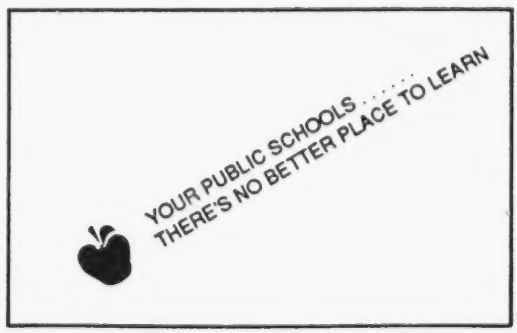
• *Foreign Languages* - High school students interested in Asian languages and others at community college level; grant being pursued.

• *Computer Science* - Student, staff interest.

• *Administration* - Looking at ways college and district can work together.

ARTICULATION COUNCIL NEWSLETTER

This Articulation Council Newsletter is published by the Edmonds Community College Office of College Relations and the Edmonds School District 15 School Community Relations Office. For further information call the college at 771-1559 or the school district at 670-7044.



MARKETING TECHNIQUES

"We market these opportunities broadly: In high school and college catalogs, through ads in the local paper, by using a vocational placement specialist in the eighth grade, and by sending mailers to parents."

A variety of public information channels have been used by community college and school districts to make students and parents aware of articulation possibilities.

ELIGIBILITY

Students who wish to receive credit for Olympic College courses toward an Associate in Technical Arts Degree must meet the following criteria:

1. Completion of the prescribed vocational curriculum of the high school district or vocational skill center.

2. A 3.0 (B) grade average accumulative and a "B" or better in equivalent courses in the high school or the vocational skill center for which advanced credit is desired.

REGULATIONS

1. Credit will be awarded upon passing the approved advanced course(s). Credits awarded will be given a grade of Pass (P).

2. Credit may be awarded up to two years following the date of high school graduation.

3. The College cannot assure transfer of credits awarded for the by-passed courses under this program to any other institution of higher education.

OLYMPIC COLLEGE
16th and Chester
Bremerton, WA 98310-1699

ADVANCED PLACEMENT PROGRAM

for
High School

VOCATIONAL STUDENTS

Associate in Technical Arts

INFORMATION

For more information about the Advanced Placement Program, contact your high school counselor or an Olympic College counselor. Specific vocational program information or advising can be obtained from either a division director or a vocational instructor at Olympic College.

OLYMPIC COLLEGE
16th & Chester Bremerton, WA 98310

ADVANCED PLACEMENT PROGRAM

Olympic College offers high school students the opportunity to receive credit in selected vocational programs through the Advanced Placement Program. This program grants high school students credits toward an Associate in Technical Arts Degree based on their prior vocational record, on a course-by-course basis. The intent of the program is to assist students in a smooth transition from high school to college by granting college credit for approved high school vocational courses. Students will, through accelerated college instruction, avoid delay, loss of credit, and duplication of coursework.

Credit is available only when the College and participating high schools have an agreement for specific vocational programs. Check with your high school counselor to see if your school has an agreement for your vocational program.

PARTICIPANTS

Bremerton High School
Central Kitsap High School
Kitsap Peninsula Vocational Skills Center
Olympic High School
North Kitsap High School
South Kitsap High School
Olympic College

APPROVED DEGREE PROGRAMS

Electronics
Fashion and Retail Marketing
Machine Technology
Medical Office Assistant
Office Occupations
Residential Construction
Welding

ADVANCED PLACEMENT PROGRAM SUMMARY OF PROCEDURES

Students who have graduated from high school within the last two years may receive advanced placement and credit in selected vocational programs at Olympic College.

To receive credit:

1. Determine your eligibility. Details are listed on the back.
2. Present an official high school transcript (in a sealed envelope) and certificate of proficiency in your vocational program to the appropriate Olympic College division director.
3. Complete the Application for Advanced Credit and the Approval of Credit by the tenth day of the quarter, and submit them to the appropriate division director. All forms are available in the division offices.
4. Meet with the appropriate division director and/or instructor, if necessary, for advising.
5. Enroll at Olympic College, and pass the advanced course or courses in the approved vocational program.

OLYMPIC COLLEGE DIVISIONS

Business and Engineering Related Occupations—Technical Building 103, 478-4777

Mathematics, Science, and Health Occupations—Science Building 147, 478-4676

Social Sciences, Humanities, and Service Occupations—Music Building 103, 478-4866

YAKIMA VALLEY VOCATIONAL SKILLS CENTER

NEW TRAINING OPTIONS FOR ADULTS

DENTAL ASSISTING — The course covers dental terminology, human anatomy, oral anatomy, microbiology and aseptic techniques, dental instruments, oral pathology, preventive dentistry, dental materials (chemical properties), anesthesia and pain control, radiography (X-ray), vital signs, controlling medical emergencies in the dental office (CPR training), operative dentistry, dental specialties, psychology in the dental office and the occupational hazards and safety practices for dental office personnel.

COMPUTER REPAIR — The course includes the study of resistors, capacitors, transistors and diodes. Students will work on radios, televisions, satellite dishes, systems of telecommunications, and other electronic equipment including computers, disk drives, printers and other micro-processor based devices. Included in this course is the reading of schematics and the study of hi-tech electronic theory. Students work with solid state units which involve chip technology. Also included in the course will be units in fiber optics, laser technology, telecommunications, robotics, electronics assembly and design.

TELEVISION PRODUCTIONS — Emphasis on broadcasting and industrial uses of TV video productions. Students operate cable television stations. The course includes cable casting techniques, commercial television production, industrial uses of television, production techniques, and cutting and editing. Student teams compose, shoot, edit, and produce a variety of tapes. They also tape athletic events which are broadcast live or relayed at a later time.

RADIO BROADCASTING — This course concentrates on developing skills in announcing, interviewing, selling, writing copy, programming, production, news gathering, editing, and control board operations. This course will also prepare the student for their FCC Operator's License. Students broadcast daily over a 3000 watt FM station (KYSC 88.5) and a low power carrier current AM station, both operated by the Skills Center.

Applications are available from the Yakima Valley Community College Registration Office. Applications must be submitted by July 31. Classes will be offered at Yakima Valley Skills Center. To be considered for enrollment in the above classes, students must complete the YVCC application form, take the ASSET test August 7 (call 575-2360 for test schedule times), and be available for an interview scheduled in the month of (call 575-2360 for test schedule times), and be available for an interview scheduled in the month of August. Enrollment costs include $250 tuition and $150 lab fees per quarter. All classes are five days per week from 8:15 to 10:45 a.m. or 12:00 noon to 2:30 p.m. Classes will begin September 9, 1987. For additional information, call 575-3256 or 575-2429.

NEW TRAINING OPTION FOR HIGH SCHOOL STUDENTS

WELDING TECHNOLOGY — The course includes the study of the theory and application of welding including oxygen-acetylene cutting, welding and braising; shielded arc welding; vertical and horizontal welding; and mig and tig welding applications. Students must demonstrate welding competency in each area before progressing to more advanced welding applications.

High school juniors or seniors interested in Welding Technology should contact Yakima Valley Vocational Skills Center at 575-3256 or their high school counselor to enroll. Welding classes will be offered through Yakima Valley Community College. There are no tuition costs for enrollment in the Welding Technology program for eligible high school students.

Yakima Valley Vocational Skills Center and Yakima Valley Community College comply with all federal rules and regulations and do not discriminate on the basis of race, color, national origin, sex or handicap. This holds true for all students who are interested in participating in educational programs and/or extra curricula school activities. Inquiries regarding compliance procedures may be directed to YVVSC or YVCC Title IX Officer and/or Section 504 Coordinator.

Yakima Valley Community College

Yakima Valley Community College

Sixteenth Avenue and Nob Hill Boulevard • Post Office Box 1647 • Yakima, Washington 98907

April 8, 1987

TO: Vocational Counselors and Automotive Instructors

Gentlemen:

During spring quarter of each year, the mechanics department of Yakima Valley Community College begins the planning process for the coming year. The most important element of that planning is the recruitment of qualified and motivated high school seniors who are interested in entering the mechanics trades.

We are, therefore, asking you to assist us in identifying seniors who did well in your high school mechanics programs and who are interested in pursuing advanced training. For interested students, Yakima Valley Community College offers an ADVANCED PLACEMENT PROGRAM. This program provides advanced standing in the mechanics program based upon student competencies as demonstrated in an Advanced Placement Test.

The Advanced Placement Test will be conducted at Yakima Valley Community College on May 6, 1987.

This might be an excellent time to survey your students to determine who might qualify for this program. The advanced placement option cuts down on training time and results in students exiting the program sooner and entering the job market quicker. It also provides recognition for the many excellent high school programs that effectively teach those basic automotive competencies.

Some instructors might not be familiar with this program; we encourage them to phone the mechanics department for more information. Contact: Roy Roddy, Jerry Heilman, Bob Ray, or Carol Toney.. We may be reached at 575-2383, YVCC Mechanics Complex.

Sincerely,

Bob Ray

Bob Ray
Mechanics Department

cc: file

BR;dy

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Yakima Valley Community College

Public Information Office

Sixteenth Avenue and Nob Hill Boulevard • Post Office Box 1647 • Yakima, Washington 98907

NEWS RELEASE

MARCH 19, 1985

YVCC AND LOCAL SCHOOL DISTRICTS
SIGN ADVANCED PLACEMENT PLANS
FOR VOCATIONAL PROGRAMS

FOR IMMEDIATE RELEASE

FOR ADDITIONAL INFORMATION
CONTACT

DONNA WEST, 575-2442
PUBLIC INFORMATION DIRECTOR

Yakima Valley Community College and five Valley school districts signed memorandums of intent for advanced placement in YVCC vocational programs on Tuesday, March 19, 1985. This will be an ongoing program.

Two agreements were signed--one that is general in scope and will broaden as the programs are defined and one that is specific and applies at this time to the automotive program, according to Roy Roddy, YVCC mechanics instructor who was instrumental in setting up this placement program.

"Junior and senior high school students from Yakima, Selah, West Valley, Grandview and Toppenish will have an opportunity to be selected for participating in the advanced placement exams which will be held during the upcoming YVCC's spring quarter," said Roddy. "Once a student passes that exam, a certificate will be awarded and the student has up to one year to enroll in the YVCC automotive program after they finish high school. Then, when they have successfully completed one quarter at YVCC, they can petition for advanced credit and for a minimum fee receive credit on their transcript for up to two courses or 11 credits."

According to Roddy, this program will give hardworking, serious students in vocational areas the opportunity to be recognized for their achievement. He went on to say that "broader implications are the cooperative aspects between the YVCC vocational curriculum and these school districts in order to increase the amount of training that advanced students may receive in what amounts to a four year program that begins in grade 11 and goes through the sophomore year at YVCC. The bottom line is more efficient use of the tax dollar."

"Successful realization of this advanced placement in vocational programs is due in large measure to the efforts of instructors at YVCC and the participating schools," said Dr. A. Bud Langan, YVCC associate dean of instructional services. He gives credit to Roddy; Perry Hackett, Grandview; Larry Brooks, Yakima Valley

-more-

Vocational Skills Center; Rob Davison, Toppenish; Ed Brown, Selah and Elmer Wohl, West Valley.

Others who were instrumental in the planning are Gary Dietzen, vocational director of Yakima Valley Vocational Cooperative; Norma Parton, vocational director, Grandview; Ron Livinston, vocational director, Toppenish; Dr. Robert McLaughlin , director, Yakima Valley Vocational Skills Center; Dr. Dean Starr, superintendent, Yakima School District; Dr. Roy Williams, superintendent, Toppenish School District; Joe Batali, superintendent, West Valley School District and Dr. J. Tuman, superintendent, Selah School District.

"Now that the program is ready to roll, we hope to obtain some help with scholarship monies from local automotive and equipment dealers in the Valley to support these young people who pass this exam and enter YVCC's automotive courses. In the long run, their donations to a scholarship fund will benefit them as they will see prospective employees who are better trained and able to keep up with technological advances in the field," said Dr. Langan.

Other vocational programs that will be brought under the umbrella of advanced placement in the very near future are secretarial science and welding.

-30-

SHORELINE COMMUNITY COLLEGE DISTRICT NO. 7
16101 Greenwood Avenue North • Seattle, Washington 98133 • Area Code 206 • 546-4101
SCAN 274-1101

Dear Student,

In recognition of the excellence of the curriculum in your school, the Business Administration Division can grant you advanced placement at Shoreline Community College in the following ways.

1. If you have successfully completed a certificate of proficiency in the secretarial, clerical, accounting, or word processing areas, we will grant you:

   - Ten (10) credits toward a one-year certificate in Office Administration

   OR

   - Fifteen (15) credits toward a two-year associate of applied arts and sciences degree in Office Administration.

2. If you have not completed one of these certificates, the Business Administration Division may still give you advanced placement in our Office Administration degree program and/or sequence of courses, if you have completed the equivalent of the courses listed on the attached course articulation information sheet.

   To be granted advanced placement, simply complete the following steps:

   a. Make an appointment with the Coordinator of Office Administration, Sally Rollman, 546-4692.

   b. Bring a sealed copy of your high school transcript and your 2+2 Module folder signed by your instructor(s).

   Credit will be granted based upon evidence of your mastery of the course objectives listed on the attached sheet.

   The Coordinator of Office Administration will then complete an Advanced Placement form and forward it to the Registrar's Office where course credit will be granted. This credit will apply toward an associate of applied arts and sciences degree in Office Administration from Shoreline Community College. Students who are granted advanced placement status will save approximately $275 in tuition fees.

3. In addition, you may challenge certain courses by examination and receive college credit. See the Shoreline Community College Catalog, page 15.

For information on how to enroll or if you have any questions, contact the Business Administration Division, 546-4665.

Sincerely,

Charles R. Fields

Charles Fields, Director
Admissions and Registration

jn

SHORELINE COMMUNITY COLLEGE

OFFICE ADMINISTRATION PROGRAM

ARTICULATION OF HIGH SCHOOL MODULES
AND
VOCATIONAL TECHNICAL INSTITUTE COMPETENCIES

Shoreline Community College Courses	Credit	Completed Modules		Module/Competency Section
Intermediate Keyboarding OffAd 106	5	( )	1	Appropriate Work Habits
		( )	2	Touch Keyboarding
		( )	3	5 Minute Timing - from straight copy at minimum speed of 40 wpm within acceptable error limits
		( )	4	Time Production/Mailable Business Letters
		( )	6	Reference Material Usage
		( )	8	Application Letter/Resume
Business Math BusAd 175	5	( )	1	Appropriate Work Habits
		( )	2	Percent
		( )	3	Math Narrative Problems
		( )	4	Simple Interest Rates
		( )	5	Compound Interest Rates
		( )	6	Discounts
		( )	7	Mark-Up/Mark-Down,
		( )	8	Metrics
		( )	9	Depreciation
		( )	10	Interest Rates/Installment Buying and/or Consumer Loans
		( )	11	Real Estate Taxes
Office Machines OffAd 190	2	( )	1	Appropriate Work Habits
		( )	2	Electronic Calculator
		( )	3	10-Key Keyboard by Touch
		( )	4	Basic Operations
Total Credits Available for Granting	12			

74

SHORELINE COMMUNITY COLLEGE DISTRICT NO. 7
16101 Greenwood Avenue North • Seattle, Washington 98133 • Area Code 206 • 546-4101
SCAN 274-1101

Dear Drafting Student:

There are several local school districts that have outstanding drafting courses. (See notation at bottom of this page.) In recognition of this excellence, students who have completed these courses in high school may be granted credit for equivalent courses at Shoreline Community College.

To receive this credit, the following steps must be taken:

1. Contact Mr. Alvin Rasch, Coordinator of the Drafting Technology Program at Shoreline - 546-4574.

2. Submit the following to Mr. Rasch:
   - Official copy of high school transcripts
   - Basic Drafting Professions Competency Profile (signed by instructor)
   - Samples of your work

After receiving the preceding information, one or more Shoreline Community College instructors will examine your work. With their approval, the division chairman will complete and sign an "Advanced Standing" form for you to submit to the registrar within five school days. Course credit will be recorded on the student's transcript as a "P" for each of the applicable courses. This credit will apply toward graduation from Shoreline Community College but will not be considered in grade point average calculations. See the attached course information sheet regarding module eligibility for credit.

Please contact Mr. Rasch for additional information.

Sincerely,

Charles R. Fields

Charles Fields, Director
Admissions and Registration

jn

attachment

Participating Districts: Bellevue, Lake Washington, Lake Washington Voc-Tech Institute, Mercer Island, Issaquah, Shoreline, Northshore, Snoqualmie Valley, and Sno-Isle Vocational Skills Center

SHORELINE COMMUNITY COLLEGE

ENGINEERING/DRAFTING TECHNOLOGY PROGRAM

ARTICULATION OF HIGH SCHOOL MODULES AND VOCATIONAL TECHNICAL INSTITUTE COMPETENCIES

Shoreline Community College Courses	Credit	Completed Modules		Module/Competency Section
Engr. 101	3	( )	3	Basic Tools and Lines
or		( )	6	Lettering
Engr. T. 150	5	( )	7	Reproduction
		( )	8	Drawing Sheet Layout
		( )	9	Architect's Scale Usage
		( )	10	Civil Engineer's Scale Usage
		( )	12	Metric Scale Usage
		( )	13	Sketching Techniques
		( )	14	Geometric Construction
		( )	15	Orthographic Views
		( )	16	Dimensioning Procedures
		( )	19	Sectional Views
		( )	20	Inking Techniques
Engr. 102	3	( )	17	Basic Tolerancing
or		( )	30	Layouts and Working Drawings
Engr. T. 151	5	( )	31	Dimensioning and Tolerancing
Engr. 103	3			
or		( )	18	Auxiliary Views
Engr. T. 152	5			
Engr. 200	5	( )	24	Computer Aided Drafting, CAD
Engr. T. 287	4	( )	21	Axonometric Drawing plus work with dimetric drawings, cutaway views and exploded assembly drawings.
		( )	32	Fasteners and Hardware
Engr. T. 289	5	( )	35	Manufacturing Processes
		( )	37	Power Transmissions

ASSESSING COMPETENCY

"Even in areas where no formal articulation exists, our students are encouraged to challenge their courses by taking a theory test which can earn them as much as fifteen credits at the college."

At least one community college has identified the vocational competences addressed in its introductory courses so that secondary schools can match up their coursework for possible equivalency. The attachment here also describes a placement testing procedure.

LOWER COLUMBIA COLLEGE

ADVANCED PLACEMENT EXAM

Department:	AUTO MECHANICS			CREDITS
Courses:	AMTC	100	INTRO TO AUTO	4
	AMTC	101	BASIC TUNE UP	3
	AMTC	113	BRAKES AND ALIGNMENT	16
	AMTC	116	MANUAL READING	2
	AMTC	120	SMALL ENGINES	3
				28

EXAM: The advanced placement tests will be conducted during spring quarter of each academic year. Time and date will be announced to participating schools.

LOCATION: The exams will be conducted at Lower Columbia College.

CERTIFICATE: Students who successfully complete an exam or exams will be awarded a certificate. The certificate will be signed by the president and dean of the vocational department of Lower Columbia College.

CONDITIONS: Students must successfully complete all phases of the exam or exams and be enrolled as a full time student in the automotive mechanics technology program at Lower Columbia College within one year of graduation from high school.

Student must complete the first two quarters of the mechanics curriculum with a two point GPA (C) before advanced placement credits will be awarded.

PROCEDURE: Upon entering LCC the student shall present his or her advanced placement certificate to the counseling office which will in turn notify in writing the associate dean for admissions and the associate dean of vocational education.

Upon successful completion of the first quarter of course work the student shall petition the assoociate dean of admissions for advanced placement credit.

The associate dean of vocational education shall provide approval to the dean of admissions.

The student shall then be granted a P on his or her transcript and awarded the appropriate credits.

THE FOLLOWING IS A DESCRIPTION OF SPECIFIC COMPETENCIES
FOR EACH COURSE COVERED BY THE PROPOSED
ARTICULATION AGREEMENT

AMTC 100: INTRODUCTION TO AUTO MECHANICS

All competencies for AMTC 100 are as per state standards for a secondary auto maintenance program. Students shall be able to perform the following operations to trade standards.

1. Safe work practices
2. Use of tools
3. Use of manuals
4. Use of fasteners
5. Safety checks
6. Under hood service
7. Under car service
8. Tire and wheel service
9. Battery service
10. Minor electrical service
11. Minor fuel service
12. Cooling system service
13. Wheel bearing service
14. Brake system service
15. Minor suspension service
16. Conventional ignition system service
17. Starting system service
18. Charging system service

AMTC 101 BASIC TUNE UP

Comptetencies for AMTC 101 will be found on attached course outline. See appendix A

AMTC 113 BRAKES AND ALIGNMENT

Competencies for AMTC 113 will be found on attached course outline. See appendix B

AMTC 116 TECHNICAL MANUAL READING

Competencies for AMTC 116 will be met by the inclusion of the complete course of instruction offered by LCC into the high school curriculum. See appendix C

AMTC 120 SMALL ENGINES

Competencies for AMTC 120 will be found on attached course outline. See appendix D

APPENDIX A

AMTC 101 BASIC AUTOMOTIVE TUNEUP

COURSE OUTLINE

1. Safety Rules
    - A. Hand tool safety
    - B. Shop safety
    - C. Safety precautions when working with fuels and electricity

2. Electrical fundamentals
    - A. Electron theory
    - B. Electro-magnetic induction
    - C. Semiconductor theory

3. Engine operating principles
    - A. Theory of operation
        1. Structure of matter (three states)
        2. Effects of compression
        3. Atmospheric pressure
        4. Vacuum
        5. Combustion process
        6. Four stroke cycle
        7. Engine classifications

4. Electrical system
    - A. Battery
        1. How it works
        2. Minimum requirements
        3. Effects a battery has on driveability
    - B. Starter system
        1. Starter circuit
        2. How it works
        3. Minimum requirements
    - C. Charging system
        1. Charging system circuit
        2. How it works
        3. Minimum requirements

5. Engine tuneup
    - A. Definition
    - B. Extent of tune-up work

6. Engine mechanical tests
    - A. Vacuum testing
    - B. Compression testing
    - C. Cylinder leakage testing
    - D. Engine noise testing

7. Standard ignition systems
    A. Theory of operation
    B. Types
    C. Primary circuit (components, testing, and repair)
    D. Secondary circuit (components, testing, and repair)

8. Electronic ignition system
    A. Theory of operation
    B. Advantages
    C. Types of systems
    D. How to identify
    E. How to test

9. Fuel systems
    A. Fuel supply
    B. Air supply
    C. Carburetors
        1. Theory of operation
        2. Different designs
        3. Testing and repair procedures
    D. Fuel injection
        1. Theory of operation
        2. Different designs

10. Emmission control devices
    A. Different devices
        1. What they do
        2. How to test and repair

APPENDIX B

AMTC 113 AUTOMOTIVE ALIGNMENT AND BRAKES

COURSE DESCRIPTION

ALIGNMENT

1. Safety Rules
   - A. Hand tool safety
   - B. Shop safety
   - C. Brake safety procedures
   - D. Alignment safety procedures
   - E. Tire service
     1. Tire inspection
     2. Run out tests
     3. Tire balance
   - F. Demonstration of equipment

2.
   - A. Wheel bearing service
   - B. Steering and suspension service
   - C. Independent front suspension system

3.
   - A. Wheel alignment fundamentals
   - B. Pre-alignment inspection
   - C. Caster, camber, toe measurements & adjustments
   - D. Suspension repair
     1. Ball joints
     2. Springs
     3. Struts
     4. Shocks

4.
   - A. Steering linkage and gear service
   - B. Steering column service
   - C. Steering gear overhaul
   - D. Power steering systems

5. Review suspension and alignment, Mid-Term

BRAKES

6.
   - A. Brake system theory of operation
   - B. Master cylinders
   - C. Brake switches, valves and lines
   - D. Wheel cylinders

7. A. Brake fluid, bleeding and flushing
   B. Drum brakes

8. A. Disc brakes
   B. Disc brakes rear

9. A. Power brakes
   B. Troubleshooting

10. Review & final

ADMT 116 - TECH MANUALS READING
OUTLINE

I. Introduction to Manuals by Printer
   A. Michell
   B. Motors
   C. Chilton
   D. Micro-fiche
   E. Other

II. Introduction to Manuals by Information Specialty
   A. Mechanical
   B. Tune-up
   C. Electrical
   D. Transmission
      1 - Standard
      2 - Automatic
   E. Wiring and vacuum
   F. Emission
   G. Specialties
   H. Flat Rate

III. Major Separations by Auto Manufacture
   1 - Import
   2 - Domestic Auto
   3 - Light Truck
   4 - Truck
   5 - Flat Rate

IV. Research of Specifications
   1 - Sources
   2 - Cross-References
   3 - Interpretation of Specs

V. Research of Operation Procedures
   A. Source
   B. Unit identification
   C. Cross-References
   D. Applying Specifications to Procedures

VI. Wiring and Vacumm Diagram Reading
   1 - Full diagrams
   2 - Accessory wiring insets
   3 - Vacuum routing

VII. Flat Rate Computation
   1 - Straight work
   2 - Combination work

APPENDIX D

AMTC 120 SMALL ENGINES

COURSE OUTLINE

1. INTRODUCTION: WHAT IS A SMALL ENGINE?
   - A. Working safely
   - B. Using tools
   - C. Using fasteners
   - D. Precision measuring

2. How small engines work
   - A. Four stroke operation
   - B. Two stroke operation

3. Small engine systems
   - A. Ignition systems
   - B. Fuel systems
   - C. Lubricating systems
   - D. Cooling systems

4. Small engine performance
   - A. Size and performance measurements

5. Troubleshooting, maintenance, and tune up
   - A. Small engine problems
   - B. Periodic maintenance
   - C. Tune up

6. Engine service
   - A. Disassembly and cleaning
   - B. Inspection
   - C. Valve train service
   - D. Crankshaft, rod and piston service
   - E. Reassembly
   - F. Starting and adjustment

7. Career opportunities in small engines

COLLEGE-IN-THE-HIGH SCHOOL

"What we still need are pathways for students to see how their program builds from the junior high on up."

At least two community colleges/districts have encouraged working arrangements with local school districts that allow the high schools to actually offer college-level coursework using existing faculty and only slight alterations (if any) of the ongoing curriculum. Descriptive materials from Bellevue and Seattle provide a good overview.

A REPORT TO THE

BOARD OF TRUSTEES

BELLEVUE COMMUNITY COLLEGE

DECEMBER 1, 1987

COLLEGE-IN-THE-HIGH SCHOOL

Prepared by
Robert K. Hamilton
Associate Dean
Academic and Instructional Administration

I. RATIONALE:

A. Definition:

The College-in-the-High School is a cooperative program between Bellevue Community College and interested high schools within its service area.

B. Objective:

Its objective is threefold:

(1) to allow high school students to take regular college courses in their own schools at a reduced cost,

(2) to provide a continuing forum for communication between educators from both school and college faculties, and

(3) to facilitate community access to continuing education by making classroom space available to the college Continuing Education program in late afternoon and evening at no cost.

C. Who is Served?

Besides being a tangible demonstration of Bellevue Community College's commitment to its service area high schools and their students, the interests of many other key population groups are also being effectively served. They include:

(1) Parents who want their children to get a quality education necessary to prepare them to cope with and fit into a rapidly changing world.

(2) Older Citizens who want to continue their lifelong quest for educational opportunities at locations readily accessible to their homes.

(3) Taxpayers concerned with rapidly rising educational costs and whether educational institutions are getting the maximum benefits from the tax dollar.

(4) School Board and College Trustee Members responsible for the maintenance of quality education within our community.

II. BACKGROUND HISTORICAL DEVELOPMENT:

A local high school senior, when asked to describe his final year experience, responded with this very cryptic answer.

"It's a waste of time . . . !"

Students often spend the entire senior year taking a limited variety of elective courses. Earlier college entrance would provide the capable student an opportunity that is commonplace in many parts of the world: access to college-level materials and instruction. In addition, an early exposure to college education often provides a motivational spark for those students who otherwise might not continue their formal schooling beyond high school.

A. Historical Trends

The Carnegie Foundation for the Advancement of Teaching, in a recent study, provides a glimpse of the scope of the concept of school-college collaboration. The study identified 260 programs enrolling more than 28,000 students in college-level programs before they finish high school. The largest of these programs and probably the best known is Project Advance at Syracuse University. It serves at least 4,000 high school students in New York, New Jersey, Massachusetts and Michigan, permitting them to earn college credits without leaving their high school classrooms. Other noteworthy programs include the School/College Articulation Program at Kenyan College in Ohio, the Middle College of LaGuardia Community College in New York City and our local area Matteo Ricci College of Seattle University.

Other forms of cooperating ventures also exist which are structured slightly differently. For example, John Hopkins University and the University of California at Berkley have opened university classes to capable high school students, allowing many to begin college coursework at the age of fifteen or younger.

Dr. Franklin Wilbur, Dean of Syracuse's 13-year-old Project Advance, advises that a commitment on the part of both partners to research, planning, and follow-up study is imperative. Both institutions must be prepared to come to understand the needs and concerns of the other and resulting programs must evolve from these common understandings.

B. Local

Let us now briefly review College-in-the-High School programs as they have evolved, or are presently evolving in the College service area high school districts.

Among the many issues that have evolved from cooperative efforts thus far include:

(1) the maintenance and preservation of accreditation standards and requirements,

(2) the comparability of program offerings to on-campus courses,

(3) the value of educational outcomes which are likely to accrue to student participants,

(4) assurance of equal access to all interested and/or eligible students,

(5) certification and professional development of program instructors.

Lake Washington School District

Early in 1986, Lake Washington School District and College administrators reviewed collaborative efforts that might be initiated to serve the needs of high school students who were ready to move ahead. Several models of high school-college cooperative efforts were reviewed and a working task force was established made up of three Lake Washington School District high school principals and their interested faculty along with Bellevue Community College administrators and faculty from the mathematics and English departments.

Our joint planning efforts came to fruition at the beginning of the 1986-87 academic year when the following college courses were offered to Lake Washington School District high school students:

(1)	Lake Washington High School	Math 124 (2 sections)
(2)	Redmond High School	Math 124
(3)	Juanita High School	Math 124 Chem 140 Engl 101 (2 sections)

The preceding classes were taught by Lake Washington School District instructors who were carefully evaluated and oriented by Bellevue Community College department faculty and recognized as adjunct part-time faculty of the college. The classes were taught as a part of their regular teaching load at no cost to Bellevue Community College. The English classes did not begin until the second semester of the 1986-87 year at which time the college purchased one-ninth of a Lake Washington District English instructor's contract to actively promote and supervise college level writing courses in the district high schools.

Essentially the same schedule of classes is being offered during the 1987-88 academic year. Therefore, last year and during the present year, about 300 different students are being served in BCC college classes within the district. Lake Washington School District faculty regularly participate in college departmental faculty meetings and college deparment chairpersons regularly visit College-in-the-High School classes, as well as review course content and student progress.

Mercer Island High School

In late Spring of 1987, Mercer Island High Scool District and BCC completed an agreement establishing a College-in-the-High School program within the Mercer Island School District. We have chosen to call their version of the program the Duel Credit program, but it follows precisely the same outline as the Lake Washington School District agreement.

Presently we are teaching one section of English 101 in the Mercer Island High School with 57 students enrolled.

The Mercer Island joint project has received significant assistance from a grant which the college has received from the Washington Center for the Improvement of the Quality of Undergraduate Education. The grant proposal was written and revised by Karen Houck, Chairman of the English department, who is also coordinating the collaborative projects it was designed to support. At the beginning of the present academic year, Ms. Houck, assisted by college faculty, conducted an interdisciplinary workshop for selected members of the Mercer Island high school faculty who will eventually teach college credit classes.

Ms. Houck regularly visits the college writing classes being taught at Mercer Island and the instructor, Ruth Neuman, participates in BCC English department faculty meetings. The grant funds also provide for ongoing professional development activity between the school district faculty and BCC faculty throughout the 1987-88 academic year. Possible next steps include the utilization of interdisciplinary study programs and faculty exchanges.

Issaquah High School District

During the summer of 1987 the college, represented by Bob Hamilton, Associate Dean for Academic and Instructional Administration and Nilmar Molvik, Chairman of the Mathematics department, has worked with Margaret Davis, Chairman of Curriculum Development for the Issaquah High School District to initiate a College-in-the-High School program in the district's high schools.

Their efforts brought about an agreement to begin college Math 124 (calculus) classes in Issaquah High School the fall semester 1987, which will be joined by Liberty High School the second semester 1988. By the end of the 1987-88 academic year, we anticipate serving at least 100 students in the district with college classes in their two high schools.

III. FUTURE DEVELOPMENT

A. Other Districts

It is our plan to begin negotiations as soon as possible with the largest school district in the college service area, Bellevue. They have indicated a desire to be involved in this

cooperative program and have designated deputy superintendent, Dr. Dick Clark, as our liaison person with the district.

It is our intention to also approach all other remaining high schools in the college service area as soon as program staffing can be formalized. All districts in which programs exist or are being anticipated have expressed a strong desire to expand the program to include other disciplines. Those frequently mentioned are more chemistry and physics courses, foreign language courses and social science courses.

B. Telecommunications

One resource that thus far remains untapped is the telecommunications program. Coordination time and instructional staffing duplications would be significantly reduced by the utilization of a telecommunications hookup with district high schools. With additional funding for telecommunications, this economy of operation and curricular enrichment could be realized in the immediate future.

C. Other Needs

Probably the single greatest need for the College-in-the-High School program is a permanent full or part-time director. Thus far the office of instruction has worked to develop the program and coordinate it through part-time faculty support. This has tended to fragment the program, and unified leadership is needed on a daily basis if further growth and development of the program's potential is to be realized.

Mercer Island School District
4160 86th S.E. • Mercer Island, WA 98040

JUL 06 1987

July 1, 1987

Dr. Paul N. Thompson, President
Bellevue Community College
P. O. Box 92700
Bellevue, WA 98009-2037

Dear Dr. Thompson Paul

With great pleasure I send you the signed agreement to provide Dual Credit Courses to Mercer Island High School Students this September. Our Board of Directors did approve the agreement between our district and Bellevue Community College at their public meeting on June 25, 1987.

We are extremely pleased to be entering into this agreement with B.C.C., and consider it a beginning to a relationship that will grow in the diversity of opportunities available to our mutual students.

Thank you for helping to bring this about. I look forward to working with you in the future.

I believe that the next step is for you to sign the agreement. Please return one copy of the document to me and we will be in business!

Sincerely,

Wilma Smith

Wilma F. Smith
Superintendent

Enclosures

A G R E E M E N T

DUAL CREDIT - COLLEGE IN THE HIGH SCHOOL

THIS AGREEMENT is entered into between the Mercer Island School District #400, hereinafter referred to as DISTRICT 400, and Bellevue Community College, hereinafter referred to as DISTRICT 8. The purpose of this agreement is the establishment of a collaborative program to offer college courses to high school students, hereinafter referred to as the DUAL CREDIT PROGRAM.

1. To foster this collaborative effort, DISTRICT 400 designates the Administrative Assistant for Instruction as its representative, and DISTRICT 8 designates the Associate Dean of Academic and Instructional Administration (Associate Dean of Instruction) as its representative, hereinafter referred to as the JOINT COMMITTEE, who shall decide organization, operation, budget and regulations regarding the DUAL CREDIT PROGRAM for the next academic year.

2. DISTRICT 400 and DISTRICT 8 further agree to establish and continue a DUAL CREDIT committee:

   a. with the authority
      1) to implement Bellevue Community College curricula, grading standards and assignments in the college courses taught to Mercer Island High School students;
      2) to recommend to the JOINT COMMITTEE student fees, a schedule of classes to be offered in the high school, criteria for certification of teachers in the DUAL CREDIT PROGRAM, and an annual budget;
      3) to evaluate course(s) in progress and offer continuing assistance to instructors thereof;
      4) to establish the criteria for and select, with the approval of the JOINT COMMITTEE, the high school instructors to teach in the DUAL CREDIT PROGRAM; and
      5) to carry out such other tasks as may be recommended by the DUAL CREDIT PROGRAM committee and approved by the JOINT COMMITTEE;
   b. composed of two representatives of DISTRICT 400, appointed by the Administrative Assistant for Instruction, and two representatives of DISTRICT 8, appointed by the the Associate Dean of Instruction. Ex officio members to the committee will be DISTRICT 400 high school department chairs (where appropriate) and the DISTRICT 8 Director of Instruction or his/her designee(s);
   c. headed by a program director from DISTRICT 8, appointed by the Associate Dean of Instruction of DISTRICT 8;
   d. with a DISTRICT 8 budget, the budget authority for which shall be the Associate Dean of Instruction; and in which shall be deposited fees collected from students in DUAL CREDIT PROGRAM courses, and such other funds as may be awarded by DISTRICT 8 and/or DISTRICT 400;
   e. whose funds in the aforementioned budget shall be used for DUAL CREDIT PROGRAM activities;

3. DISTRICT 8 agrees:

   a. jointly with DISTRICT 400, to offer college courses to high school students selected by DISTRICT 400;

b. to maintain the DUAL CREDIT PROGRAM classes taught by DISTRICT 400 instructors unless termination is agreed to by both districts;
c. to collect fees from the students in the DUAL CREDIT PROGRAM courses, to credit such fees to the DUAL CREDIT PROGRAM, and to deposit them in the budget referred to in section 2. d., above;
d. to manage the student registration in concert with appropriate DISTRICT 400 personnel;
e. to assist in the supervision of DUAL CREDIT PROGRAM instructors;
f. to allow high school students enrolled in DUAL CREDIT PROGRAM courses the full use of college support services, including library and advising (depending on fees charged);
g. to sell in its bookstore any necessary books or supplies;
h. to provide grades, transcripts, and other necessary records, and;
i. to assist high school graduates who wish to transfer DUAL CREDIT PROGRAM credits to another college or university.

4. DISTRICT 400 agrees:

a. to advertise the DUAL CREDIT PROGRAM courses in the high school and in the community;
b. to recruit and select students for the DUAL CREDIT PROGRAM courses;
c. to appoint the college as agent for the collection of student fees;
d. to encourage DISTRICT 400 instructors to apply for assignment to the DUAL CREDIT PROGRAM;
e. to support the maintenance of DUAL CREDIT PROGRAM standards to curricula, assignments, and grading;
f. in DUAL CREDIT PROGRAM courses, to comply with DISTRICT 8 regulations relative to registration, withdrawal, refunds, grading policies, and record keeping;
g. to ensure that appropriate guidance counselors are familiar with the DUAL CREDIT PROGRAM in order to assist in the advising of students and the orientation of parents;
h. to provide for and ensure attendance of DUAL CREDIT PROGRAM instructors at quarterly inservice workshops and grading sessions on regular school days;
i. to assign DUAL CREDIT PROGRAM courses as part of the instructors' regular load, to hold enrollment in DUAL CREDIT PROGRAM courses at 25, and to recognize the additional demands of DUAL CREDIT PROGRAM courses when assigning the remainder of the teachers' loads and additional duties;
j. to provide adequate and sufficient texts and materials to meet DUAL CREDIT PROGRAM requirements; and
k. to orient parents of student candidates for DUAL CREDIT PROGRAM courses.
l. to provide facilities for agreed-upon classes, free of charge to District 8.

5. This agreement shall be in force from September 1, 1987, until terminated by either or both parties. If one party chooses to terminate, it shall give the other a notice of 90 days prior to the termination date.

6. It is understood that DISTRICT 8 is a self-insurer and does not separately insure with underwriters for liability or any other kind of insurance.

7. Both parties agree that in fulfilling the terms and conditions of this agreement, neither party shall discriminate on the basis of race, creed,

color, national origin, age, sex, marital status, or the presence of a physical, sensory or mental handicap.

8. No other understanding, oral or otherwise, regarding the subject matter of this agreement shall be deemed to exist or bind the parties hereto.

IN WITNESS WHEREOF, the parties have executed this agreement on the ____ day of _____, 1987.

Wilma T. Smith — July 1, 1987

Superintendent, Mercer Island School District #400 — Date

_____ — _____

President, Bellevue Community College, District 8 — Date

SEATTLE PUBLIC SCHOOLS

Seattle Community Colleges

North Seattle Community College
Seattle Central Community College
South Seattle Community College

College in the High School Program

Description of Program:

The Seattle Schools and Seattle Community Colleges have developed a cooperative program in which advanced Seattle Schools students may study college courses for which they will receive dual high school and college credit.

This program provides these benefits:

(1) High school students are able to take regular college courses while still in high school and at a cost lower than the usual college tuition.
(2) A continuing forum is provided for communication between educators from the high schools and the colleges.
(3) High school teachers and students are informed about community college programs and courses.

This College-in-the-High School Program meets the needs of capable students who are ready to move beyond the high school curriculum to a more advanced level of schooling. The transition between high school and college can be eased by a unique partnership between the district and the community college.

Those who successfully complete the college course will earn regular Seattle Community College course credit. Credits and grades will be noted on the college transcripts in the same manner as the regular college program. High school credit will appear on the regular high school transcript.

The college-level courses will be taught by carefully selected high school teachers who have demonstrated background and skills in the particular subject-matter areas. The class work will provide the challenge associated with college course studies, assignments involving time and work outside the classroom, and opportunity for individual progress and accomplishment. College-level textbooks will be required. Demands will be made on the students' ability to conceptualize and draw conclusions from their reading and research.

Courses selected as part of the program are basic introductory level college courses which will prove acceptable in transfer arrangements with other colleges and universities in Washington state, or technical classes which are an integral part of a community college vocational or technical program. Courses in this latter group may not qualify for transfer to a four-year institution. College transfer courses may or may not be accepted at four-year institutions outside the state of Washington.

A passing grade will be required for college credit. It should be kept in mind that college grading standards may vary from those established in the high school. Faculty may also establish entrance requirements specific to a particular course.

The cost to the student in this self-supporting program is $50.00 per five-credit course. Ordinarily a Washington state resident enrolled in a five-credit community college course would pay $124 (1987-88 tuition rate). The income from this fee pays the cost of registration, record-keeping and other administratives services of the Seattle Community Colleges, as well as program and faculty development. In addition, students will be expected to purchase required textbooks not available through the Seattle Schools. Seattle Schools will bear the cost of instruction, materials and teacher preparation. Some scholarship assistance will be available.

The full fee must be paid at the time of registration. In general, students may enroll for only one five-credit course per semester. Some exceptions may be allowed under special circumstances.

To make a withdrawal official, a completed ADD-DROP card (available from the college registration office) must be given to the student's counselor. Refunds will be made according to the established college policy. A student who is requested to withdraw for disciplinary reasons will not be eligible for a refund.

SEATTLE PUBLIC SCHOOLS

Seattle Community Colleges

North Seattle Community College
Seattle Central Community College
South Seattle Community College

College in the High School: English 101

Course Description:

Composition--An introduction to the nature of the writing process in its various stages: gathering, shaping, establishing audience, editing, revising, polishing, and proof reading. Writing assignments will concentrate on the major strategies of non-fiction prose--narration, description, and exposition--with subject matter normally being drawn from first hand experience and observation. Prerequisite: Satisfactory performance on Language Skills profile.

English 101 is a college level course that will satisfy the Associate of Arts (A.A.) and Bachelor of Arts (B.A.) degree requirements for English Composition at all Washington state two- and four-year colleges and universities. Students should check with their counselor if they wish to learn about college-level credit for out-of-state institutions.

Fees: $5 for placement test
$45 for credit

Registration: Seattle Community College enrollment forms will be made available at time of on-site registration. The $45/student fee will be due at the time of registration; the refund schedule of the community colleges will apply.

Entrance Requirement:

The following placement system will be used by all the high schools to determine acceptance of students in the course: completion of the short form of the Stanford Reading Diagnostic Test (35 minutes) and an essay which is a comparison of two short articles presenting contrasting views. The students will receive a placement form which will indicate their reading test stanines, percent of correct answers and percent of questions completed as well as their placement into a Seattle Community College English class.

Calendar:

Classes will be offered as part of the regular Seattle Public School calendar.

ONE JOINT PARTNERSHIP APPROACH

"While I had suggested a way for high schools to offer community college credit, it finally caught on when the school district curriculum director proposed it and assumed ownership."

The Seattle Community College District staff decided to write down some of the key decisions that have facilitated their successs so far. Those just embarking on the journey may save some time by reviewing their model.

SEATTLE COMMUNITY COLLEGE DISTRICT

Washington District 6
300 Elliott Ave W Seattle Washington 98119 (206) 587-4100

JOINT EXECUTIVE AND ARTICULATION COUNCILS, SEATTLE PUBLIC SCHOOLS/SEATTLE COMMUNITY COLLEGES

The Seattle Public School and the Seattle Community Colleges agree to establish a Joint Executive Council to develop articulation policies and goals, to coordinate and share educational resources, and to enhance public education in the city of Seattle. The Council will be composed of the deputy superintendent and the two assistant superintendents of the Seattle Public Schools, the presidents of the three Seattle Community Colleges and the vice chancellor for education and administration.

The Executive Council will recommend policies, goals, strategic directions and plans for cooperative efforts to the chief executive officers of the two institutions, and with their approval will direct the implementation of such plans through an Articulation Council.

The Articulation Councill will consist of 14 members, seven from each system, with the chairperson alternating each year between systems. Appointments to this Council will be made by the chief executive officers, upon recommendation of the Executive Council.

The function of the Articulation Council will be to develop action steps for implementing the goals and plans of the Executive Council and to develop articulation agreements and other action recommendations to the Executive Council. The Articulation Council will make reports to the Executive Council as needed, but at least twice a year.

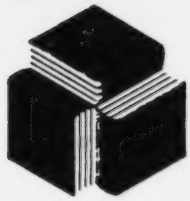
Standing and ad hoc committees will be established by the Articulation Council to study issues and to carry out assignments from the Council. These committees should have a cross-section of staff and, where appropriate, community members, and should be ethnic and gender sensitive in their membership.

The Joint Executive Council shall meet no later than June 30, 1987, to set goals and organize the Articulation Council.

SCCD: 7/1/87

Seattle Community Colleges

North Seattle Community College
Seattle Central Community College
South Seattle Community College



Joint Articulation Council Guidelines

Membership

At present, a total of twelve positions have been identified for membership in the Articulation Council. The statement creating the Council allows for 14 members; the Council may wish to bring the membership to its full complement at some future date. Both the positions and the individuals appointed to current Council membership are listed below.

Seattle Public Schools:

Vocational Director - Ken Watson
Curriculum Director - Doug Danner
Area Director - Helen McIntyre
Principal - Bill Butler
Guidance Counselor - Delores Booker
Teacher - Sandra Fujita

Seattle Community Colleges:

Dean of Instruction - Robert Beardemphl
Dean of Students Services - Mildred Ollee
Vocational Director - Leonard Jackson
Division Chair - Herb Bryce
Instructor - Judy Gray
Admissions Officer - Patrick Martin

Goals

The goals established for the Articulation Council by the Executive Council are as follows:

1. Bring high school and college teachers together in various discipline areas to develop articulation models that serve the best interests of students, enabling them to: experience advanced study for college credit, career preparation and training; take high school courses that will lead directly into college transfer and vocational programs; and explore enrichment opportunities.

   (Two models currently in the development stage in Seattle are the college-courses-in-the-high-school program and the slot-in program; a third to be examined is the 1 + 1 or 2 + 2 plan.)

2. Increase the participation of minority students in joint programs through active recruitment and retention efforts.

Washington District VI 300 Elliott Avenue West Seattle, Washington 98119 (206) 587-4100

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3. Coordinate efforts of public school and college counselors in providing effective guidance to students, including developing a map to show academic courses needed to follow various paths. Particular emphasis should be placed on assisting general education students to see the value of preparatory courses.

4. Develop individual programs for specific purposes such as the summer science workshop presented by Seattle Central for increasing the entrance of high school minority and women students into the sciences.

5. Share resources for staff development including joint events involving outside presenters and training activities using staff from the two districts.

6. Promote exchange of faculty between the two districts.

7. Explore additional funding opportunities such as grants and contracts.

8. Design a system of evaluation and record-keeping to validate these cooperative programs and to justify continued development.

Note: Whenever possible, public school involvement should include elementary and middle schools as well as high schools.

Structure

As indicated in the statement creating the two councils, the Articulation Council will carry out the goals and direction established by the Executive Council, including developing and implementing action plans to meet the goals. The Articulation Council will make at least two reports per year to the Executive Council, and will otherwise keep them informed through normal channels of communication regarding progress. Minutes of all meetings will be sent to the Executive Council.

The Articulation Council will select a chair who will also arrange for staff support. The Council will establish a regular meeting schedule and, as early as possible, will agree on a set of objectives and action steps for the 1987-88 school year.

It is recommended that the Council establish committees to take responsibility for related objectives or action steps. One such committee has already been formed: the vocational education committee, which consists of Ken Watson, Joy Barker, Ted Howard, Robert Beardemphl, Julie Hungar, Leonard Jackson, and Myrtle Mitchell. A representative of TARGET has also been participating, and Al Starr, director of the Private Industry Council, has been invited to the next meeting. The Council is encouraged to provide direction to this group for carrying out Council objectives.

Another committee that is called for is one that would have responsibility for the college-courses-in-the-high-school program. Work on this project has already begun, and its oversight is properly the function of the Articulation Council.

Other committees, both standing and ad hoc, shall be established as the need arises.

SCCD:7/23/87

ARTICULATION PROJECT
OBJECTIVES

DEVELOP AN ARTICULATED ADVANCED PLACEMENT AND COMPETENCY BASED PROGRAM WHICH . . .

. . includes comparable content leading naturally into post secondary education and training sequences.

. . is uncomplicated in its recordkeeping and communications.

. . is designed to motivate students to plan ahead, excel in their studies, and continue into post secondary education and training.

. . has been validated by teachers and advisory committees.

. . encourages and provides for opportunities leading to completion of certificates, associate of applied science degrees, and preparation for employment.

ARTICULATION PROJECT
PROCESS STEPS

LEADERSHIP COMMITTEES

1. Two leadership committees, the Executive Council and the Articulation Council, were established to facilitate the articulation project between the Seattle Public Schools (SPS) and the Seattle Community College District (SCCD).

   The Executive Council will recommend policies, goals, strategic directions and plans for cooperative efforts to the chief executive officers of the two institutions, and with their approval will direct the implementation of such plans through an Articulation Council. The deputy superintendent and the two assistant superintendents of the Seattle Public Schools, the presidents of the three Seattle Community Colleges and the vice chancellor for education and administration serve on the Executive Council.

   The Articulation Council will consist of 14 members, seven from each system, with the chairperson alternating each year between systems. The function of the Articulation Council will be to develop action steps for implementing the goals and plans of the Executive Council and to develop articulation agreements and other action recommendations to the Executive Council.

CURRICULUM DEVELOPMENT COMMITTEE

2. Plans were developed by the leadership committees for the project including establishing a curriculum committee consisting of instructors and administrators from SPS and each of the Seattle Community Colleges.

   The curriculum committee including high school and college teachers met to compare course outlines, titles, objectives, and allowable competencies. Courses deemed to be equivalent for each district were listed on each contract. Other areas of comparison and agreement included textbooks, course materials, prerequisites, transfer of credits, testing, fees, and specific levels of competency.

ADVISORY COMMITTEE

3. Each District's Technical Advisory Committees will have active involvement in the articulation process and will validate curriculum changes.

PROJECT COORDINATORS

4. Administrators from SPS and North Seattle Community College will serve as coordinators for the project.

KICK-OFF MEETING

5. A kick-off organizational meeting was held for the purpose of making introductions, developing commitment to the task, and validating the plan.

SIGNING CEREMONY

6. Upon completion of the agreements, a signing ceremony will be held including leadership and curriculum committees, superintendent, chancellor, advisory committee members, board members, and other guests.

ARTICULATION PROJECT
PROCESS STEPS

LEADERSHIP COMMITTEES

1. Two leadership committees, the Executive Council and the Articulation Council, were established to facilitate the articulation project between the Seattle Public Schools (SPS) and the Seattle Community College District (SCCD).

   The Executive Council will recommend policies, goals, strategic directions and plans for cooperative efforts to the chief executive officers of the two institutions, and with their approval will direct the implementation of such plans through an Articulation Council. The deputy superintendent and the two assistant superintendents of the Seattle Public Schools, the presidents of the three Seattle Community Colleges and the vice chancellor for education and administration serve on the Executive Council.

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ADVISORY COMMITTEE

3. Each District's Technical Advisory Committees will have active involvement in the articulation process and will validate curriculum changes.

PROJECT COORDINATORS

4. Administrators from SPS and North Seattle Community College will serve as coordinators for the project.

KICK-OFF MEETING

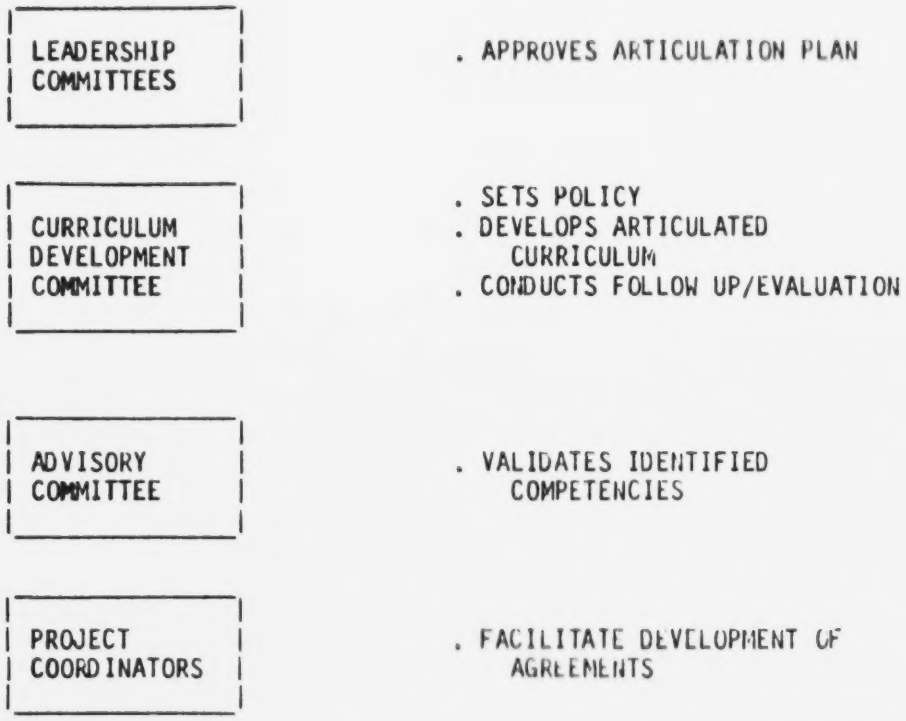
5. A kick-off organizational meeting was held for the purpose of making introductions, developing commitment to the task, and validating the plan.

SIGNING CEREMONY

6. Upon completion of the agreements, a signing ceremony will be held including leadership and curriculum committees, superintendent, chancellor, advisory committee members, board members, and other guests.

PUBLICITY 7. Publicity will include various newsletter and newspaper articles.

FOLLOW-UP 8. Follow-up meetings will be scheduled when needed.


LEADERSHIP COMMITTEES
. APPROVES ARTICULATION PLAN
CURRICULUM DEVELOPMENT COMMITTEE
. SETS POLICY
. DEVELOPS ARTICULATED CURRICULUM
. CONDUCTS FOLLOW UP/EVALUATION
ADVISORY COMMITTEE
. VALIDATES IDENTIFIED COMPETENCIES
PROJECT COORDINATORS
. FACILITATE DEVELOPMENT OF AGREEMENTS

ARTICULATION AGREEMENT FOR BUSINESS EDUCATION PROGRAMS

SEATTLE PUBLIC SCHOOLS AND THE SEATTLE COMMUNITY COLLEGE DISTRICT

Based upon mutual concern for the needs of students pursuing business education programs and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who meet the identified competencies of the SPS and the SCCD will be given advanced placement credit (maximum of 20 credits). Any combination of the courses listed below can be applied for equivalent credit in the Seattle Community Colleges' business education program. In order to receive dual credit for a particular course, participants must pay a nonrefundable $50 fee to a Seattle Community College.

SECONDARY COURSE	COLLEGE COURSE ARTICULATED
Keyboarding 1	Keyboarding (OFO 100) - 3 cr.
Keyboarding 2	Typing Theory I - (OFO 110) - 4 cr.
Electronic Math Applications 1, 2	Bus. Math - Calculators (BUS 116) - 5 cr. (NSCC) Bus. Math - (BUS 110) - 5 cr. (SCCC, SSCC) Office Machines - (BUS 106) - 3 cr. (SCCC, SSCC)
Accounting 1, 2	Introduction to Accounting/Bookkeeping - (ACC 110) 5 cr. (NSCC) Accounting Principles/Bookkeeping I - (ACC 101) 5 cr. (SCCC, SSCC)

2. Only those students who graduate and/or complete business education courses in the high school during 1987-88 or thereafter will be eligible for advanced placement in Seattle Community College's business education program. Students must enter the community college program within two years of graduation from high school in order to be granted advanced placement for high school business education courses (as shown on student's high school transcript).

3. This articulation agreement will go into effect as of January 1988. The advanced placement credit will appear on the student's college transcript at the end of his/her first quarter in the college business education program.

4. Advanced placement for high school courses will be shown on the student's college transcript just as if the student had completed the course at one of the Seattle Community Colleges.

5. The grade on the college transcript will be the same grade the student received in the high school equivalent course. If the high school course is a series of two or more courses, the grade earned in the last course of the sequence will be the grade recognized on the college transcript. For example, if a student receives an "A" in Electronic Math 1 (machines) and a "B" in Electronic Math 2 (business math) in high school, the grade shown for Business Math--Calculators (BUS 116) OR Business Math (BUS 110) and Office Machines (BUS 106) on the college transcript would be "B," the terminal grade in the sequence of high school courses.

6. Students must receive a grade of "B" or better in the high school course in order to be granted credit for the college equivalent course (as shown on student's transcript).

7. If students who receive credit under this agreement fail to make satisfactory progress in a college course, the student may be required to transfer back to the beginning course at the discretion of the college faculty.

8. The high school and college instructors in business education programs will meet quarterly, if needed, to discuss any particular problems that may arise in the articulation process.

9. Students must meet all college admission requirements.

10. The high school and college administrators will devise a follow-up procedure to determine the success of students who receive advanced placement for business education courses.

11. Program coordinators will meet annually to revise or discuss the articulation agreement. Minor revisions can be made via phone calls or correspondence. Program coordinators will be responsible for arranging additional meetings.

SEATTLE PUBLIC SCHOOLS	SEATTLE COMMUNITY COLLEGES
_____	_____
Superintendent	Chancellor
_____	_____
Vocational Director	Vice Chancellor for Education and Administration
	_____
	President, North Seattle Community College
	_____
	President, Seattle Central Community College
	_____
	President, South Seattle Community College

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ERIC Clearinghouse for Junior Colleges DEC 16 1988